CAMBRIDGE

Official Cambridge Exam Preparation

COMPLETE

ADVANCED

Teacher's Book

WITH DIGITAL PACK

Third edition

C1

Deborah Hobbs

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CAMBRIDGE

Official Cambridge Exam Preparation

DEAR TEACHERS

I'm delighted that you've chosen these official preparation materials to prepare for a Cambridge English Qualification.

Our materials draw on the expertise of a whole team of writers, teachers, assessors and exam experts.

They are materials that you can really trust.

Our preparation materials are unique in many ways:

- They combine the skills, knowledge and expertise of our teams at Cambridge University Press and Assessment, who are experts in material development, examination design and language research.
- They draw upon the experience of millions of previous exam candidates – where they succeed and where they have difficulties. We target exercises and activities precisely at these areas so that you can actively 'learn' from previous test takers' mistakes.
- Every single task in our materials has been carefully checked to be an accurate reflection of what test takers find in the test.

In addition, we listen to what you tell us at every stage of the development process. This allows us to design the most user-friendly courses, practice tests and supplementary training. We create materials using in-depth knowledge, research and practical understanding. Prepare for Cambridge English Qualifications with confidence in the knowledge that you have the best materials available to support you on your way to success.

We wish you the very best on your journey with us.

With kind regards,

Pamela Baxter
Global Propositions Director

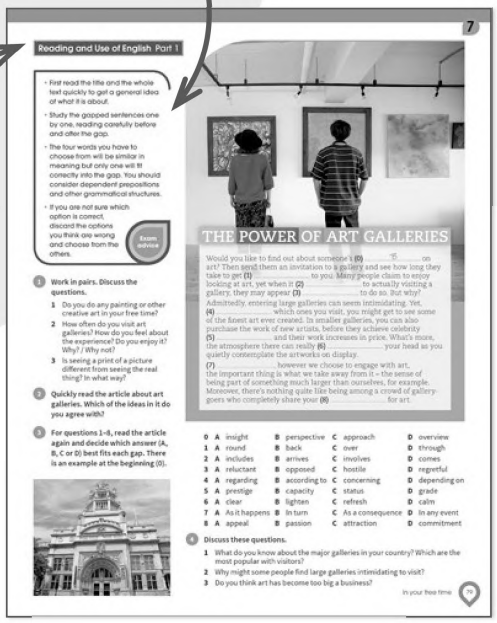
PS. If you have any feedback at all on our support materials for exams, please write to us at directcs@cambridge.org

The Complete exam journey

The unique exam journey in *Complete Advanced* allows learners to build their confidence and develop their skills as they progress through each unit, ensuring they are ready on exam day. Along the journey there are …

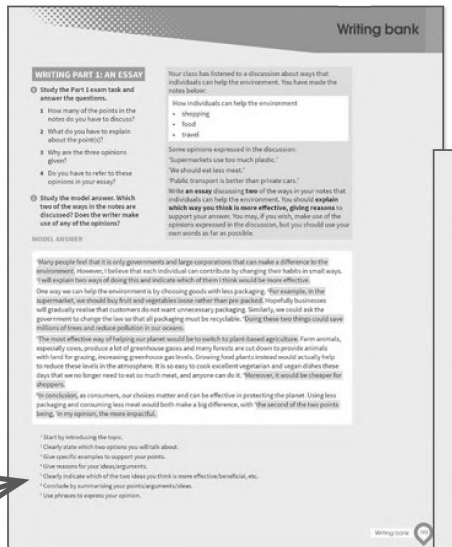
Exam info and advice boxes with up-to-date exam information and advice, which are placed before every exam task in every unit, so students can apply the tips as they do the task.

Full Reading and Use of English, Listening, Writing and Speaking exam tasks in every unit, with step-by-step preparation exercises to ensure students have the skills necessary to understand and do the exam task.



Opportunities to fine-tune and practise each exam task, confident in the knowledge that the materials are checked by the same team who writes the exams.

Exercises targeting common C1 Advanced problem areas, using data from the Cambridge Learner Corpus, so students can overcome language areas of difficulty in time for the exam.



Extra practice sections for Writing and Speaking exam tasks at the back of the book, with preparation exercises and model exam tasks for students to follow.

Student's Book overview

Eye-catching images in the *Starting off* section at the beginning of each unit get students interested in the unit topic.

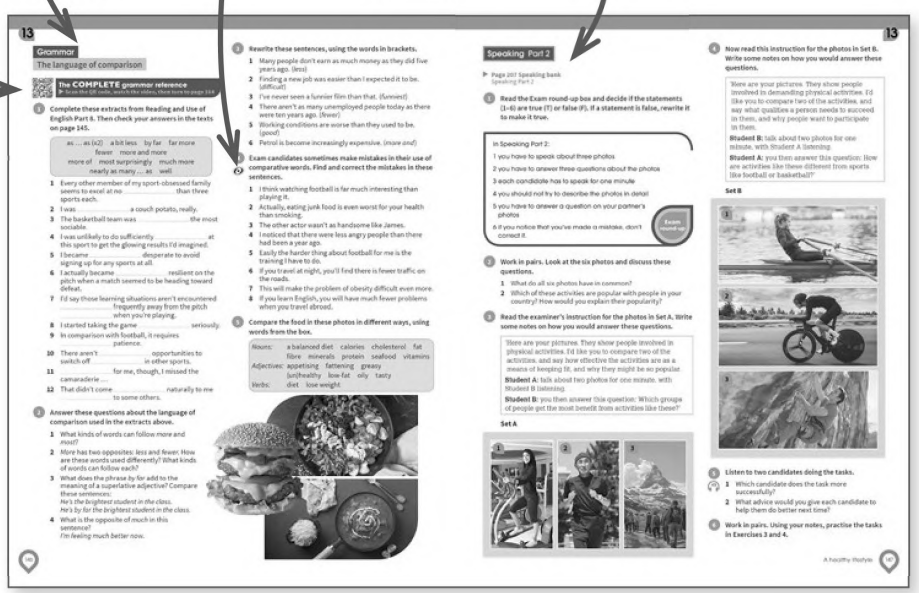
A brightly designed *Exam info*, *Exam advice* or *Exam round-up* box precedes every exam task.

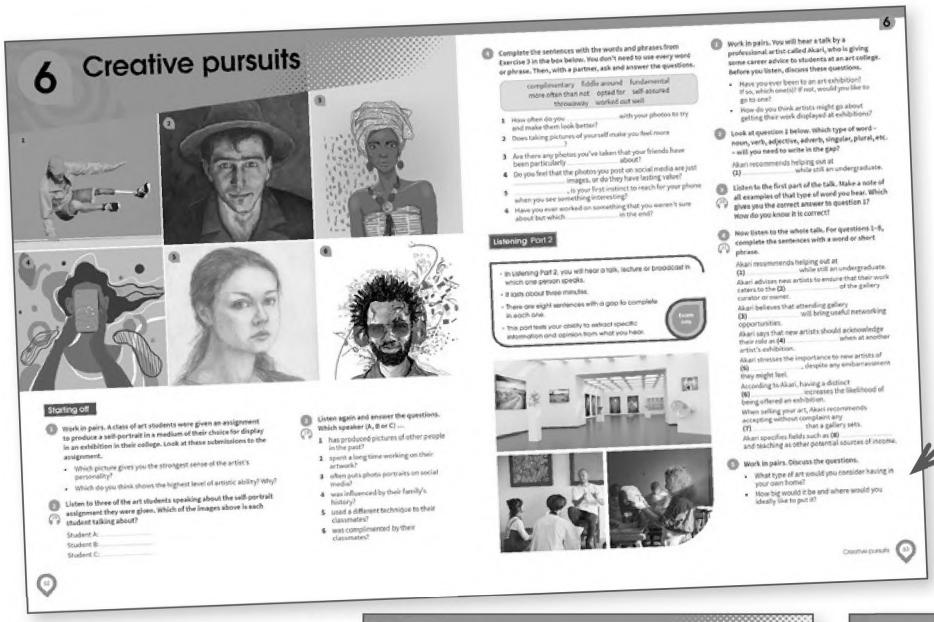
All C1 Advanced Listening, Reading and Use of English, Speaking and Writing exam tasks have relevant and engaging topics.

Common mistakes made by students identified and practised in grammar sections.

Clearly flagged signposts to the relevant sections of the COMPLETE grammar reference, Writing bank and Speaking bank at the back of the Student's Book.

QR codes link through to videos of the COMPLETE grammar reference, offering students a visually stimulating presentation of the course grammar.




6 Creative pursuits

Starting off

1 Work in pairs. A class of art students were given an assignment to produce a self-portrait in a medium of their choice for display in an exhibition in their college. Look at these submissions to the assignment.

- Which picture gives you the strongest sense of the artist's personality?
- Which do you think shows the highest level of artistic ability? Why?

2 Listen to three of the art students speaking about the self-portrait assignment they were given. Which of the images above is each student talking about?

Student A: .....
Student B: .....
Student C: .....

3 Listen again and answer the questions. Which speaker (A, B or C) ...

1 has produced pictures of other people in the past?
2 spent a long time working on their artwork?
3 often puts photo portraits on social media?
4 was influenced by their family's history?
5 used a different technique to their classmates?
6 was complimented by their classmates?

4 Complete the sentences with the words and phrases from Exercise 3 in the box below. You don't need to use every word or phrase. Then, with a partner, ask and answer the questions.

complimentary | fiddle around | fundamental | more often than not | opted for | self-assured | throwaway | worked out well

1 How often do you ..... with your photos to try and make them look better?
2 Does taking pictures of yourself make you feel more ..... ?
3 Are there any photos you've taken that your friends have been particularly ..... about?
4 Do you feel that the photos you post on social media are just ..... images, or do they have lasting value?
5 ..... is your first instinct to reach for your phone when you see something interesting?
6 Have you ever worked on something that you weren't sure about but which ..... in the end?

Listening Part 2

- In Listening Part 2, you will hear a talk, lecture or broadcast in which one person speaks.
- It lasts about three minutes.
- There are eight sentences with a gap to complete in each one.
- This part tests your ability to extract specific information and opinion from what you hear.

Exam info

5 Work in pairs. You will hear a talk by a professional artist called Akari, who is giving some career advice to students at an art college. Before you listen, discuss these questions.

- Have you ever been to an art exhibition? If so, which one(s)? If not, would you like to go to one?
- How do you think artists might go about getting their work displayed at exhibitions?

6 Look at question 2 below. Which type of word – noun, verb, adjective, adverb, singular, plural, etc. – will you need to write in the gap?

Akari recommends helping out at
(1) ..... while still an undergraduate.

7 Listen to the first part of the talk. Make a note of all examples of that type of word you hear. Which gives you the correct answer to question 1? How do you know it is correct?

8 Now listen to the whole talk. For questions 1–8, complete the sentences with a word or short phrase.

Akari recommends helping out at
(1) ..... while still an undergraduate.
Akari advises new artists to ensure that their work caters to the (2) ..... of the gallery curator or owner.
Akari believes that attending gallery
(3) ..... will bring useful networking opportunities.
Akari says that new artists should acknowledge their role in (4) ..... when at another artist's exhibition.
Akari stresses the importance to new artists of
(5) ..... despite any embarrassment they might feel.
According to Akari, having a distinct
(6) ..... increases the likelihood of being offered an exhibition.
When selling your art, Akari recommends accepting without complaint any
(7) ..... that a gallery sets.
Akari specifies fields such as (8) ..... and teaching as other potential sources of income.

9 Work in pairs. Discuss the questions.

- What type of art would you consider having in your own home?
- How big would it be and where would you ideally like to put it?

Creative pursuits

Communicative speaking activities encourage topic discussion.

The COMPLETE grammar reference provides further explanations and practice exercises.

Unit *Vocabulary and grammar reviews* provide consolidation exercises.

Exam task *Writing bank* and *Speaking bank* sections include useful language, practice exercises, photos, checklists and model exam answers.

13 Vocabulary and grammar review

Vocabulary

1 Complete these sentences with the correct prepositions.

1 Be careful what you say. He's very sensitive ..... criticism.
2 As the manager of the department, you are responsible ..... recruiting new staff.
3 There are more and more viruses which are resistant ..... traditional antibiotics.
4 Are you familiar ..... the music of Jan Gabarek?
5 If you want to be better ..... playing the guitar, you'll have to practise more.
6 I can't eat omelettes because I'm allergic ..... eggs.
7 I like the house itself, but it isn't very convenient ..... the supermarket or the station.
8 Please let us know if our offer is acceptable ..... you.

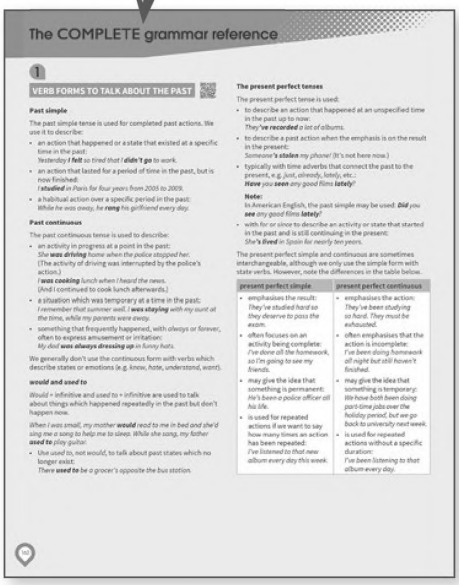
Grammar

2 Correct the errors in the use of words or phrases to express contrast.

1 He thought he had some terrible disease, however it was just a bad case of flu.
2 My sister seems to catch every cold going, although I am rarely ill.
3 Despite he didn't feel well, he went to work as usual.
4 But I exercise every day, I'm still overweight.
5 He refused to see his doctor. Although everyone he knew advised him to.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use three to six words, including the word given.

1 The public health service is worse than it was ten years ago.
GOOD
The public health service is ..... ten years ago.
2 We don't have as many qualified nurses as we need.
FEWER
We ..... we need.
3 My new job is not as easy as I expected.
DIFFICULT
My new job ..... I expected.
4 I'm really tired. I'll be very glad when we get home.
SOONER
I'm really tired. The ..... better.
5 I earned less money than I thought I would last week.
MUCH
I ..... as I thought I would last week.
6 Your diet is just as bad as mine.
BETTER
Your diet ..... mine.


The COMPLETE grammar reference

1 VERB FORMS TO TALK ABOUT THE PAST

Past simple

The past simple tense is used for completed past actions. We use it to describe:

- an action that happened or a state that existed at a specific time in the past:
  *Yesterday I **felt** so tired that I **didn't go** to work.*
- an action that lasted for a period of time in the past, but is now finished:
  *I **studied** in Paris for four years from 2005 to 2009.*
- a habitual action over a specific period in the past:
  *While he was away, he **rang** his girlfriend every day.*

Past continuous

The past continuous tense is used to describe:

- an activity in progress at a point in the past:
  *She **was driving** home when the police stopped her.*
  (The activity of driving was interrupted by the police's action.)
  *I **was cooking** lunch when I heard the news.*
  (And I continued to cook lunch afterwards.)
- a situation which was temporary at a time in the past:
  *I remember that summer well: I **was staying** with my aunt at the time, while my parents were away.*
- something that frequently happened, with always or forever, often to express amusement or irritation:
  *My dad **was always dressing up** in funny hats.*

We generally don't use the continuous form with verbs which describe states or emotions (e.g. *know, hate, understand, want*).

would and used to

Would + infinitive and *used to* + infinitive are used to talk about things which happened repeatedly in the past but don't happen now.

*When I was small, my mother **would** read to me in bed and she'd sing me a song to help me to sleep. While she sang, my father **used to** play guitar.*

- *Use used to, not would, to talk about past states which no longer exist:*
  *There **used to** be a grocer's opposite the bus station.*

The present perfect tenses

The present perfect tense is used:

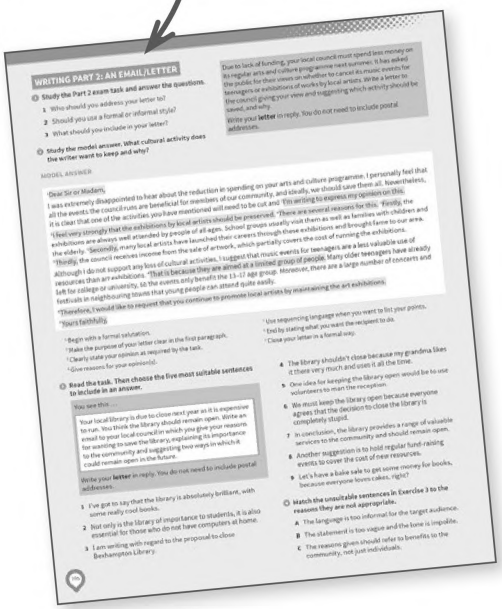
- to describe an action that happened at an unspecified time in the past up to now:
  *They've **recorded** a lot of albums.*
- to describe a past action when the emphasis is on the result in the present:
  *Someone's **stolen** my phone! (It's not here now.)*
- typically with time adverbs that connect the past to the present, e. g. *just, already, lately, etc.*:
  ***Have** you **seen** any good films **lately**?*

Note:
In American English, the past simple may be used: ***Did** you **see** any good films **lately**?*

- with for or since to describe an activity or state that started in the past and is still continuing in the present:
  *She's **lived** in Spain for nearly ten years.*

The present perfect simple and continuous are sometimes interchangeable, although we only use the simple form with state verbs. However, note the differences in the table below.

present perfect simple	present perfect continuous
• emphasises the result: *They've studied hard so they deserve to pass the exam.*	• emphasises the action: *They've been studying so hard. They must be exhausted.*
• often focuses on an activity being complete: *I've done all the homework, so I'm going to see my friends.*	• often emphasises that the action is incomplete: *I've been doing homework all night but still haven't finished.*
• may give the idea that something is permanent: *He's been a police officer all his life.*	• may give the idea that something is temporary: *We have both been doing part-time jobs over the holiday period, but we go back to university next week.*
• is used for repeated actions if we want to say how many times an action has been repeated: *I've listened to that new album every day this week.*	• is used for repeated actions without a specific duration: *I've been listening to that album every day.*


WRITING PART 2: AN EMAIL/LETTER

1 Study the Part 2 exam task and answer the questions.

1 Who should you address your letter to?
2 Should you use a formal or informal style?
3 What should you include in your letter?

Due to lack of funding, your local council must spend less money on its regular arts and culture programme next summer. It has asked the public for their views on whether to cancel its music events for teenagers or exhibitions of works by local artists. Write a letter to the council giving your view and suggesting which activity should be saved, and why.

Write your **letter** in reply. You do not need to include postal addresses.

2 Study the model answer. What cultural activity does the writer want to keep and why?

MODEL ANSWER

Dear Sir or Madam,

I was extremely disappointed to hear about the reduction in spending on your arts and culture programme. I personally feel that all the events the council runs are beneficial for members of our community, and ideally, we should save them all. Nevertheless, it is clear that one of the activities you have mentioned will need to be cut and I'm writing to express my opinion on this.

I feel very strongly that the exhibitions by local artists should be preserved. There are several reasons for this. Firstly, the exhibitions are always well attended by people of all ages. School groups usually visit them as well as families with children and the elderly. Secondly, many local artists have launched their careers through these exhibitions and brought fame to our area. Thirdly, the council receives income from the sale of artwork, which partially covers the cost of running the exhibitions.

Although I do not support any loss of cultural activities, I suggest that music events for teenagers are a less valuable use of resources than art exhibitions. That is because they are aimed at a limited group of people. Many older teenagers have already left for college or university, so the events only benefit the 13–17 age group. Moreover, there are a large number of concerts and festivals in neighbouring towns that young people can attend quite easily.

Therefore, I would like to request that you continue to promote local artists by maintaining the art exhibitions.

Yours faithfully,

- Begin with a formal salutation.
- State the purpose of your letter clear in the first paragraph.
- Clearly state your opinion as required by the task.
- Give reasons for your opinion(s).
- Use sequencing language when you want to list your points.
- End by stating what you want the recipient to do.
- Close your letter in a formal way.

3 Read the task. Then choose the five most suitable sentences to include in an answer.

You see this ...

Your local library is due to close next year as it is expensive to run. You think the library should remain open. Write an email to your local council in which you give your reasons for wanting to save the library, explaining its importance to the community and suggesting two ways in which it could remain open in the future.

Write your **letter** in reply. You do not need to include postal addresses.

1 I've got to say that the library is absolutely brilliant, with some really cool books.
2 Not only is the library of importance to students, it is also essential for those who do not have computers at home.
3 I am writing with regard to the proposal to close Beshampton Library.
4 The library shouldn't close because my grandma likes it there very much and uses it all the time.
5 One idea for keeping the library open would be to use volunteers to man the reception.
6 We must keep the library open because everyone agrees that the decision to close the library is completely stupid.
7 In conclusion, the library provides a range of valuable services to the community and should remain open.
8 Another suggestion is to hold regular fund-raising events to cover the cost of new resources.
9 Let's have a bake sale to get some money for books, because everyone loves cakes, right?

4 Match the unsuitable sentences in Exercise 3 to the reasons they are not appropriate.

A The language is too informal for the target audience.
B The statement is too vague and the tone is impolite.
C The reasons given should refer to benefits to the community, not just individuals.

Multi-word verb builder

Multi-word verbs are verbs that consist of a verb and one or two particles (prepositions or adverbs e.g. *up, over, in, down, etc.*) The meaning of a multi-word verb is often different from its separate parts. The following are all multi-word verbs.

multi-word verb	definition
to back up sth	to make a copy of information that is stored separately
to bail sb/sth out	to help someone or something such as a company, esp. by giving or lending money
to bounce back	to start to be successful again after a difficult period
to bring sb together	to cause people to be friendly with each other
to brush up (on) sth	to improve your knowledge of something already learned but partly forgotten
to build sth up	to increase or develop
to bump into sb	to meet someone you know when you have not planned to meet them
to bump sth up	to increase in price
to burn through sth	to spend money quickly
to call sth off	to decide to stop an activity
to call on sb to do sth	to ask someone in a formal way to do something
to catch on	to become popular
to catch up (with sb/sth)	to reach the same level or quality as someone or something else
to cater for sb/sth	to provide what is wanted or needed by a particular group of people
to cater to sb/sth	to give people exactly what they want, often something unusual or something that people think is wrong
to check (up) on sth	to try to discover how something is progressing or whether someone is doing what they should be doing
to check sth out	to examine something or get more information about it in order to be certain that it is true, safe, or suitable / to go to a place in order to see what it is like
to clean sb/sth up	to make a person or place clean and tidy
to clear sth away	to make a place tidy by removing things from it / putting them where they should be
to close sth off	to put something across the entrance to a place in order to stop people entering it
to come across	to seem to be a particular type of person or thing
to come at sb	to move towards someone in order to attack them
to come between sb	to cause problems between two people or interrupt two people
to come in for	to receive (blame or criticism
to come into	to receive something (often money) not as a result of your own actions
to come off	to happen successfully
to come on	to start to happen or work
to come round	to become conscious again after an accident or medical operation
to come under sth	to be in a particular part of a book, list, etc.
to come up	if a job or opportunity comes up, it becomes available

multi-word verb	definition
to come up against sth	to have to deal with a problem or difficulty
to come up with sth	to suggest or think of an idea or plan
to cover sth up	to put something over something else, in order to protect or hide it
to creep up	to slowly increase or appear without being noticed
to curl up	to sit or lie in a position with your arms and legs close to your body
to cut across sth	if a problem or subject cuts across different groups of people, all of those groups are affected by it or interested in it
to cut sth out	to remove something or form a shape by cutting, usually something made of paper or cloth / to stop eating or drinking something, usually to improve your health
to depend on sb for sth	to need something, or need the help and support of someone or something, in order to live or continue as before
to derive sth from sth	to come from or be developed from something
to devote yourself to sth	to spend all your time or energy doing something that you think is important
to dispose of sth	to get rid of something, especially by throwing it away
to do away with sth	to get rid of something or stop using something
to double up	to laugh a lot
to draw on sth	to use information or your knowledge or experience of something to help you do something
to draw sth up	to prepare something, usually a plan, list, or an official agreement, by writing it
to drop down	to appear underneath in a list form
to dry (sth) out	to make something dry, or to become dry
to dwell on/upon sth	to keep thinking or talking about something, especially something bad or unpleasant
to eat away at	to gradually damage or destroy something
to fall off	if the amount, rate, or quality of something falls off, it becomes smaller or lower
to feel up to sth	to have the energy to do something
to fend for oneself	to take care of and provide for yourself without depending on anyone else
to filter sth out	to select or remove a type of information from something
to finish sth off	to complete the last part of something that you are doing
to fit in	to feel that you belong to a particular group and are accepted by them
to fit in with sth	if something fits in with a situation, idea, method, etc. it is suitable and works successfully as part of it

Multi-word verb builder

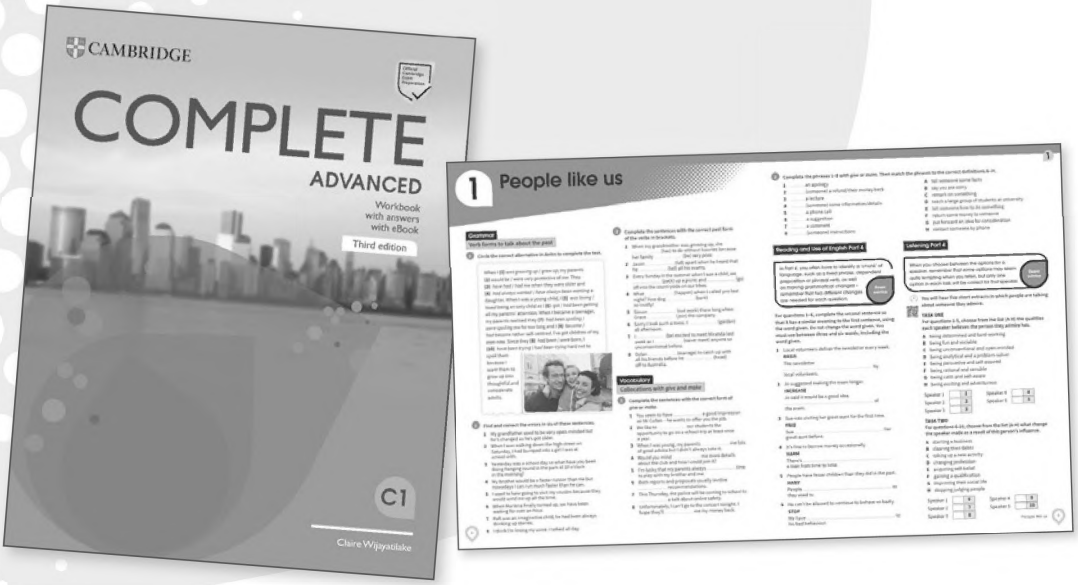
Multi-word verb builder includes a list of verbs and their definitions with extra practice activities.

Extra grammar and vocabulary exercises for students can be found online in *Practice Extra*.

Component line-up

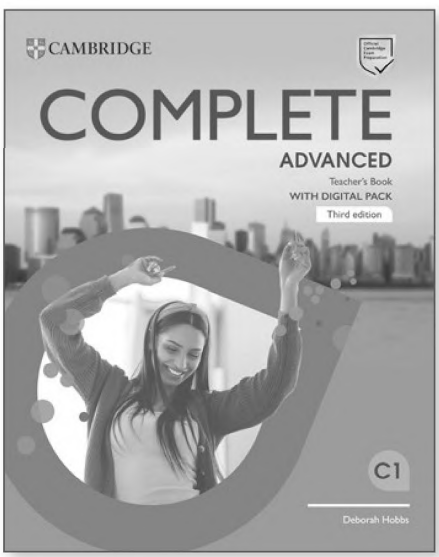
Workbook

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice with exam advice boxes. Students can access the audio files using the QR codes throughout the Workbook or download them via the link on the inside front cover.



Teacher's Book with Digital Pack

The Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, audioscripts, background information and extra activities. It also includes unit target vocabulary word lists and vocabulary practice activities at the end of each unit. The Teacher's Book also provides access to the Digital Pack via the code on the inside front cover.



Test Generator

The Test Generator allows you to build your own tests for each unit, term and end-of-year assessment. Tests are available at two levels: standard and plus. Speak to your Cambridge representative for details.

Presentation Plus

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content and allows you to present and annotate content and link to the online resources. Speak to your Cambridge representative for details.

Digital Pack

Scan the QR code to learn more about your Complete Advanced Digital Pack.

C1 Advanced content and overview

Part/Timing	Content	Exam focus
Reading and Use of English 1 hour 30 minutes	**Part 1** Multiple-choice cloze. A modified cloze containing eight gaps followed by eight four-option multiple-choice items. **Part 2** Open cloze. A text containing eight gaps. **Part 3** A word formation exercise. A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing words. **Part 4** Key word transformation. Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word. **Part 5** Multiple choice. A long text followed by six four-option multiple-choice questions. **Part 6** Cross-text multiple matching. Four short texts, followed by four multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts. **Part 7** Gapped text. A text from which six paragraphs of equal length have been removed and placed in jumbled order after the text, together with a seventh paragraph. Candidates must decide from where in the text the paragraphs have been removed. **Part 8** Multiple matching. A text or several short texts preceded by multiple-matching questions. Candidates must match a prompt to elements in the text. There are ten questions.	Candidates are expected to demonstrate their knowledge of vocabulary and grammar in Parts 1–4, and their reading comprehension skills in Parts 5–8. Candidates are also expected to show understanding of specific information, text organisation features, tone, attitude, opinion, and text structure throughout the exam.
Writing 1 hour 30 minutes	**Part 1** Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion. **Part 2** Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are: • letter/email • proposal • report • review	Candidates are expected to demonstrate their ability to write at a C1 level. They should be able to demonstrate awareness of style and tone, as well as functions such as describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice, justifying and judging priorities.
Listening Approximately 40 minutes	**Part 1** Multiple choice. Three short extracts from exchanges between interacting speakers with two three-option multiple-choice questions on each extract. **Part 2** Sentence completion. A monologue lasting approximately three minutes. Candidates are required to complete the sentences with information heard on the recording. **Part 3** Multiple choice. A conversation between two or more speakers of approximately four minutes. There are six four-option multiple-choice questions. **Part 4** Multiple matching. Five short themed monologues, of approximately 30 seconds each. Two parallel multiple-matching tasks. Each multiple-matching task requires selection of the correct options from a list of eight.	Candidates are expected to be able to show understanding of agreement, attitude, course of action, detail, feeling, function, genre, gist, opinion, purpose, situation, specific information, etc.
Speaking 15 minutes	**Part 1** A short conversation between the interlocutor and each candidate (spoken questions). **Part 2** An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given three photographs and asked to talk about any two of them. **Part 3** A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (two minutes) and a decision phase (one minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak. **Part 4** A discussion on topics related to the collaborative task (spoken questions).	Candidates are expected to demonstrate competence at organising a large unit of discourse through comparison, description, speculation and expressing opinion. Candidates are also expected to demonstrate an ability to sustain interaction through their use of social language and their ability to exchange ideas, express and justify opinions, agree and disagree, suggest, speculate, evaluate and negotiate.

1 People like us

Unit objectives

Topic: talking about ourselves and our friends and family

Reading and Use of English Part 8: identifying key information in a question

Reading and Use of English Part 4: identifying why answers are correct

Listening Part 4: predicting what will be said and how ideas will be expressed

Speaking Part 1: responding to questions; using tenses correctly to talk about yourself

Writing Part 1: an essay: identifying the key parts of the task; improving textual cohesion

Vocabulary: personality adjectives; collocations with *give* and *make*; multi-word verbs

Grammar: verb forms to talk about the past

Starting off SB page 8

Lead in
With books closed, ask students to think about a member of their family or a close friend. Give them a minute to write down five adjectives which best describe this person, e.g., *funny, generous, hard-working, kind, loving.* Students take turns describing this person for one minute, giving examples to support their adjective choices.

1 Elicit ideas for the first item in the list (the job we choose). Then put students into groups of three to discuss. Monitor to make sure they give examples to support their ideas. After five minutes, stop the discussion and invite groups to share their ideas with the class.

2 Read the rubric and refer students to the photographs. Give them a minute to consider their ideas before putting them into pairs to discuss.

3 Allow students time to read the statements and make notes. Then put them into pairs to discuss the statements. Encourage them to give reasons and examples to support their ideas.

Extension activity
Ask students to consider whether a close friend or family member would agree with their assessment of themselves, and then put them into small groups to share their thoughts, e.g., *I'd say my close friends are similar to me; however, my mum would disagree. She'd argue that …*

4 Check students' understanding of the adjectives, eliciting the meaning of any items that they don't know, and then put students into pairs to complete the table. Alternatively, you can allow them to use a dictionary for this task. At the feedback stage, you can raise energy levels by saying the adjectives in random order and asking students to stand up if the word is positive, sit down if it is negative and turn around if it can be either.

Suggested answers
Usually positive: competent, conscientious, considerate, genuine, hilarious, imaginative, open-minded, outgoing, supportive, thoughtful, well-organised
Usually negative: chaotic, insecure, insensitive, naïve, self-centred
Could be either: idealistic, protective, unconventional

5 Look at question 1 and allow students two minutes to choose their three adjectives and think of reasons to support their choices. Then put them into pairs to discuss. As a fun alternative for question 2, put students into pairs and ask them to choose a classmate to describe to the class without saying their name. The class must guess the classmate before moving to the next pair.

Listening Part 4 SB page 9

Lead in
Put students into pairs or small groups and ask: *How did you meet your best friend?* Students briefly share their stories. In whole-class feedback, invite students to share their stories before holding a class vote on which meeting was the most unusual.

After the students read the exam information on page 9, ask them to close their books and check their understanding by asking the following questions.

Do you listen to dialogues or monologues? How many? (monologues; five)

How many tasks do you have to complete for each monologue? (two)

For each task, you must select one answer from a list of options. How many options are there? (eight)

How many times do you hear the monologues? (twice)

Is it important to understand every word that the speakers say? (No – it's important to get a general idea of what they are saying and to pick up their main points or opinions.)

Encourage students to share how confident they feel about this part of the exam. This will help you identify students' concerns at the start of the course.

Exam info

1 Read the rubric with the students and direct them to Task One. As an alternative to pairs discussing A–H, divide the class into groups of four and then into pairs. Tell one pair to discuss A–D and the other E–H. Then bring the groups back together to share their ideas.

2 Students now focus on the question and options in Task Two. Ask pairs to try to agree on the three statements that they think are the most important for maintaining a friendship. Invite pairs to share their ideas with another pair.

3 Remind students that for each speaker they will need to listen for an answer to both the Task One and the Task Two questions. However, tell them not to worry if they don't get both answers now, as they will hear the recording again. Play the recording, but don't check the answers yet.

Track 02

Speaker 1: I can't recall exactly when Bella and I became friends, but once we'd met, we quickly discovered we had more in common than living in the same building. I bumped into her after locking myself out of our apartment block one night. Bella was coming home with a friend, and, seeing my distress, produced a key for the main entrance – until then we'd never seen each other. Things just went from there. Now she's as dear to me as a family member. She's always been quick to forgive when I've let her down, which helped me grasp why you should put up with stuff rather than taking offence and dwelling on it. After all, everyone can make mistakes!

Speaker 2: I met Caleb on a college course, but we hadn't really talked until we ran into each other at an exhibition. I'd reluctantly promised a friend I'd accompany her – and it turned out Caleb had made a similar promise to someone that he also couldn't get out of. We got chatting – and hit it off! Since then, I've come to realise the strength of our friendship lies in things which we've done together. Having memories like that are a vital part of connecting with someone. We've had our ups and downs, too, over the years, and fallen out. But I've begun to see that disagreements aren't nearly as significant as the good times we've had.

Speaker 3: Amara's actually a friend of my cousin, although weirdly, that's not why we became friends. We'd meet occasionally at parties but had different friendship groups, so I never imagined we'd be best friends – for one thing, she didn't seem the kind of person I'd normally hang out with. I couldn't have been more wrong! Since then, I've stopped making such hasty judgements! Anyway, one evening I went to the theatre, to watch a comedian who told some absolutely hilarious stories. During the interval I ran into Amara – it turned out we'd had the same opinion of him. And that's how it all started! After that we met up – and spent the evening giggling over those stories again!

Speaker 4: I'd known Nigel for years. We'd done the same course at uni, but had never really hung out. Then I happened to attend a conference he was at – and discovered he was just as passionate about nature conservation as I was, so we got chatting! That turned out to be a great foundation for a friendship, and one I've really valued. Our friendship almost fell apart, though, when he bought a jacket for an important occasion, and asked my opinion – so I told him exactly what I thought, expecting he'd be OK if it came from me. How wrong could I be? Anyway, I remembered never to do that again, for the sake of our friendship!

Speaker 5: I'd always hoped my friendship with Marta would last – and it has. A lot's happened to us individually since we first met, though, and I've come to realise that our friendship wouldn't have survived if we hadn't adjusted to the effects that various life events had on each of us. Anyway, we met when a colleague put on a fancy dress party with a bizarre theme. Nobody was entirely sure who invited Marta, but the costume she was wearing was so astonishing that I simply had to ask her about it – and we took to each other immediately. It turned out we knew several of the same people, too, so we had lots to talk about!

4 Students compare their answers in pairs. This will help them to narrow the focus on questions that are in doubt when they listen a second time. Replay the recording, and again allow students to compare and discuss their answers before you elicit them in whole-class feedback. Where there is disagreement or uncertainty, replay the relevant sections of the recording, pausing where appropriate to clarify the correct answers.

Extension activity

Introduce the term *distractor* (an option which may seem plausible but is incorrect). Play the recording for Speaker 1 and, if possible, display the audioscript. Ask students to identify any options which may have misled them. For example, in Task One 'Bella was coming home with a friend' may seem to connect with 'friend' in option B, but there is no suggestion that Bella's friend was also the speaker's ('a **mutual** friend') or that this person had any influence at all on the formation of the friendship. Similarly, in Task Two 'She's always been quick to forgive when I let her down' could seem to lead to 'Friends are bound to fall out' in option B, but the speaker is not making a generalisation about inevitable conflicts between friends. You can continue examining the distractors for Speakers 2–5 in the same way.

Answers
1 E **2** C **3** H **4** D **5** F **6** C **7** G **8** D **9** H **10** E

5 Students work individually before comparing their answers in pairs.

Answers
1 G **2** F **3** E **4** A **5** C **6** H **7** B **8** D

6 Students read the rubric individually before completing the activity in pairs. Check answers in whole-class feedback. Then dictate the following questions for students to discuss in small groups:

What would you do if you unexpectedly bumped into someone you were trying to avoid?

How would you improve a relationship with someone you never hit it off with but were expected to get on with?

What would you do if your two best friends fell out?

Answers
1 fell apart **2** put up with **3** dwell on **4** bumped into
5 hit it off **6** take to

Fast finishers
Ask fast finishers to write a short paragraph about one of their close friends using at least three of the phrases (1–8) from Exercise 5. When everyone has completed Exercise 6 and you have elicited the answers, invite these students to read their paragraphs to the class.

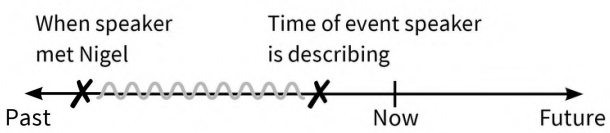
Grammar SB page 10

Verb forms to talk about the past

▶ **Page 162 The COMPLETE grammar reference**

Lead in
Write on the board: *I'd known Beth for 5 years, but it was only after we'd been working closely together for a few months that we realised we had loads in common and became firm friends.* Invite a student to come to the board and underline the past tenses in the sentence. Elicit what each tense is (*'d known*: past perfect; *'d been working*: past perfect continuous; *realised, had, became*: past simple). Then students individually write a sentence about one of their close friends using past perfect, past perfect continuous and past simple. To support weaker students you could dictate the following template: *I'd known ..... but it was only after we'd ..... that we .....*, and elicit the correct grammar forms. Encourage students to self- and peer-correct errors before offering corrections in whole-class feedback.

1 Students work individually to complete the task. After five minutes, ask them to check their answers in pairs. Encourage students to read the information in the COMPLETE grammar reference on page 162 to help them check their answers. In class feedback, it may help to present a time line for each sentence, highlighting how the grammar is used. For example:



Answers
1 E **2** A **3** D **4** C **5** F **6** B

2 Students work individually to complete the sentences and then check answers in pairs. Tell them to say the sentences out loud as the correct answers may be easier to identify orally. Elicit the answers and encourage students to note down their common problem areas. If students are making frequent errors, tell them to complete the practice exercises on page 163 of the COMPLETE grammar reference, either in class or as a homework activity.

Answers
1 has been working, left
2 has been studying, hasn't gone/been
3 came, started, was making / made, continued
4 had, had been working / had worked, hadn't been wearing / wasn't wearing / hadn't worn
5 grew, belonged / had belonged, have sold

3 Put students into groups of three. Ask each student to work on a paragraph (a, b or c). After two or three minutes, stop the students and ask them to share their answers with their group, explaining their choices. If students do not agree, encourage peer correction and use of the COMPLETE grammar reference, page 162, before you elicit answers in whole-class feedback.

Answers
1 often used to get **2** never used to bring
3 would always ask **4** used to be **5** built **6** used to know
7 have come **8** have gradually been changing
9 used to go **10** were **11** would look

4 Students ask and answer the questions in pairs. Encourage them to use different past tenses in their answers, e.g., *I wasn't expecting to enjoy the film because I'd read a few bad reviews. I've always loved art, so paints were the perfect present for me.* Monitor and make a note of any problems with past tenses. In feedback, elicit corrections to common errors from the students.

Extension activity
Put students into small groups. Tell them to write five new questions using a range of past forms. Students can choose the question topics or adapt the topics from Exercise 4, e.g., *What television series did you use to watch when you were younger? Have you ever given someone a present that they didn't like? Have you been following the news about ... on social media?* Allow students five minutes to write down their questions and peer-correct grammar errors before they ask and answer the questions with another group.

5 Point out that these are common mistakes made by exam candidates. Therefore, when completing the exercise, students should highlight any of these mistakes that they make themselves. They can use this knowledge to check their written work in the exam.

Answers
1 have had **2** were **3** was **4** hadn't organised
5 didn't take **6** have been invited
7 have only been living, has lived
8 haven't noticed

Reading and Use of English Part 8 SB page 11

Read the exam information with the class. Introduce students to the word *paraphrase* (saying the same thing using different words). Elicit why it is essential to understand the importance of paraphrasing in Part 8 (because each of the statements or questions will be a paraphrase of information given in the text).

Exam info

1 Allow students a minute to read the questions and consider their answers. Then put them into groups of three to discuss. Monitor and make a note of any useful family-related vocabulary that students know e.g., *only child*, *step-brother/sister*, *twin*. Invite groups to share their ideas in whole-class feedback and write key vocabulary that you heard on the board.

2 As students are not always sure what 'key words' are, make it clear that they are the words which carry the essential content information that they will be looking for later in the text. Emphasise that students need to imagine themselves as the person speaking and think of what this person might say to convey this key information. Elicit a few different examples for the first question, e.g., *Sometimes I ask my sister for feedback, but she can be quite critical* (the sister being *critical* is the *downside*). Put students into pairs to do the activity. Monitor and if weaker students need support, help them by asking, *What would you actually say?* to elicit an appropriate paraphrase.

Suggested answers
1 downside, seeking an honest opinion
2 grateful, providing a place to escape
3 jokingly accuses, behaviour, claiming to protect the writer
4 incorporate, feature of their upbringing, current lifestyle
5 appreciation, undeserved support
6 remained over-protective
7 finally, recognise, advantages, upbringing
8 irritated response, apparently insignificant
9 missed, ally
10 positive role, own development

3 Pre-teach *siblings*, *flattery* and *head off*. Remind students that in the exam they have 90 minutes to complete eight parts of the Reading and Use of English paper, so they should aim to complete each part in an average of 10–12 minutes. Before students attempt the task, ask them to highlight the part of the text that is paraphrased in each question. Explain that this can be a useful tactic so they know what part of the text to check their answers against once they've completed the task. When the time is up, put students into pairs to compare their answers.

Answers
1 C **2** D **3** A **4** C **5** B **6** A **7** C **8** B **9** D **10** B

4 Put students into pairs and encourage them to guess the approximate meaning if they are not sure. Before eliciting their answers, allow students to check them using a dictionary. This will encourage autonomous learning.

Answers
1 considers me **2** irritate me **3** blocks, interferes with
4 reach the same level as **5** think they are caused by
6 manage without having it **7** left
8 started living comfortably **9** arrive or appear somewhere

5 Allow students two minutes to quickly read the four texts again before they discuss in pairs.

Vocabulary SB page 14

Collocations with *give* and *make*

Lead in
With books closed, write *give* and *make* on the board. Put students into groups and give them one minute to brainstorm phrases starting with these words, e.g., *give advice, make a mistake*. Invite students to write their phrases on the board. Elicit corrections from the class rather than offering corrections yourself. Leave the phrases on the board as they may be helpful when students complete Exercise 2.

1 Give students time to consider the alternatives and then elicit the correct answer.

Answer
C

2 Read the rubric with the class and elicit the answer to the first question. Students then work individually. Encourage them to say the sentences out loud to themselves, as incorrect answers may be easier to identify orally. If you did the lead-in activity, refer students to the phrases on the board, as they may have already identified some of the correct answers themselves.

Answers
1 ~~give~~ make **2** correct **3** ~~give~~ make **4** correct
5 ~~made~~ given **6** ~~give~~ make **7** correct **8** ~~made~~ given
9 ~~give~~ make

Fast finishers
Fast finishers choose one of the verbs from Exercise 2, e.g., *make*, and use a dictionary to find three more phrases, e.g., *make a fuss*. When they have done this, they should write three short sentences using the phrases in context, e.g., *My sister **made a fuss** when I borrowed her mobile phone to call my friend.* To help prepare for Exercise 3, fast finishers can share their phrases and sentences with the class after you have completed whole-class feedback for Exercise 2.

3 Students work in pairs and then compare answers with another pair. If they disagree, encourage them to use a dictionary to check their answers before you conduct whole-class feedback.

Answers
1 give **2** give **3** make **4** give **5** give **6** make
7 make **8** give **9** make **10** give

Reading and Use of English Part 4 SB page 14

Read the information with the students. Elicit why they shouldn't alter the key word (in capitals), for example by changing the form of the word (because they would not be awarded any marks). Explain that this part of the exam focuses on lexis and grammar and that a range of structures are tested. Reiterate that they should use between three and six words in their answer, including the key word, and that contractions, e.g., *don't*, count as two words (do not), although *can't* counts as one word (cannot).

Exam info

1 Point out that it is important to read the exam instructions carefully as candidates can lose marks by making silly mistakes, e.g., by forgetting to use the word in capitals. Explain that in this first practice task, three different options are given, including the correct one, but in the exam students will need to formulate the correct answer themselves. Elicit the answers to the first question before putting students into pairs to complete the task. During whole-class feedback, encourage students to reflect on which errors they are most likely to make and why.

Answers
1 B (A contains seven words where the maximum is six; C does not contain the word given.)
2 A (B is not correct English; C does not contain the word given.)
3 C (A does not mean the same; B contains too many words.)
4 B (A is not correct English; C is both incorrect and contains too many words.)

2 Tell students that as this is exam practice, they should work individually. Set a time limit of 12 minutes. Point out that there are two possible marks for each answer, so they should make a best guess if they are not sure, as partially correct answers may be awarded one mark. Allow students to compare answers in small groups before eliciting answers from the class.

Answers
1 not only considerate but (she is)
2 had fallen out a
3 'm/am not nearly as (well) organised
4 looks on me as
5 always a good/great idea to be
6 would often take me for / and I would often go for / go on

Speaking Part 1 SB page 15

▶ **Page 205 Speaking bank**

Lead in
Write on the board: *Holiday. Friends or family?* Ask students to stand and then move to one side of the room if they prefer to go on holiday with their friends and the other if they prefer to go with family. Once students have moved to their chosen position, invite them to give reasons to support their choices and encourage opposing students to respond. You could encourage them to use personality adjectives in their answers.

Read the exam information with the students. Elicit the meaning of *break the ice* (to get the conversation going in a difficult situation). Explain to students that by *general social language* we mean speaking fairly informally, but using generally correct grammar and a good range of vocabulary to express their ideas. Point out that they are not expected to speak with the other candidate in this part of the Speaking exam.

Exam info

1 Read the rubric and elicit why it is important to identify whether the examiner's questions are about the past, present or future (because this will determine what information is relevant and what tenses you should use in your answers). Explain to students that it is important to listen carefully to the examiner's questions and not to stray off the subject when they answer.

Answers
a 1, 3, 4 **b** 2, 5, 6, 7, 8

2 As there are eight questions for students to consider, play the recording twice. Put students into pairs to compare answers before you check with the class.

Answers
Marta: 2 Lucas: 6

Track 03

Marta: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

Lucas: One of the best is from the summer vacations, which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing, and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

3 Give students 30 seconds to read the statements before playing the recording. Before students compare their answers, give them a minute to write down reasons why the answers are true or false so they can justify their answers when comparing them.

Answers
1 F **2** T **3** T **4** T

Track 04

Examiner: Marta, can you tell me, have you ever had the opportunity to really help a friend?

Marta: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

Examiner: Thank you. Lukas, a question for you. What's your happiest childhood memory?

Lukas: One of the best is from the summer vacations, which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing, and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

4 Tell pairs they should ask and answer four questions each, choosing the questions in random order rather than reading them in the order they appear in the book. Monitor and listen for examples of correct and incorrect language use, paying particular attention to target language from the unit, e.g., past tenses, adjectives to describe people, verb phrases and collocations with *give* and *make*. During feedback, praise the students for correct use of target language and elicit error correction for incorrect use.

Writing Part 1: An essay SB page 16

▶ **Page 193 Writing bank**

Explain to students that the C1 Advanced Writing paper includes two parts. In Part 2, students have a choice of three different tasks and they have to select one to answer. However, in Part 1, they are presented with an essay task that they have to complete. Read the exam information and then highlight the different elements in the exam task in Exercise 2, including the word limit which is given at the end of the task (220–260 words). You can also point out that more information is given in the Writing bank on page 193.

Exam info

1 Give students one minute to read the questions and consider their responses before putting them into pairs. Monitor and write down examples of correct and/or incorrect language that you hear. During whole-class feedback, praise students for the correct examples you heard and elicit error correction for any incorrect examples.

Extension activity
In this activity students will compare formal and informal English. Write on the board the following sentences connected to education and careers:

I think loads of people are only after a decent salary when they choose their career.

School wasn't much help when I was in two minds about what career I should go for.

Kids get stressed out because there's incredible pressure to do well in the final exams.

Ask students if an essay should be written in a formal or informal style (formal). Point to the sentences on the board and elicit that they are informal. Put students into groups of three and ask them to make changes to the sentences so that they are more formal and suitable for including in an essay. After five minutes stop the students and elicit ideas.

2 Point out that a key idea could be expressed in the introduction to the task as well as in the notes. Students work individually before comparing their answers in pairs.

Suggested answers
education systems do enough to help young people to find jobs
fit
abilities and interests
courses
work experience
careers advice
two of the methods
more effective
giving reasons
own words

3 Give students time to prepare for this activity. First, allow two minutes for them read the instructions and consider the methods and opinions in the exam task in Exercise 2. Then elicit different ways to express opinions (e.g., *It is my view that*, *In my opinion*, *I believe*) and to give reasons (e.g., *due to*, *because (of)*, *owing to*). Finally, remind students that when taking notes, they should write down key points, not complete sentences. Put them into small groups to complete the task.

4 Students work individually before comparing their answers in pairs or groups.

Answers
1 F (You must discuss two methods.)
2 T ('explain which method is more effective')
3 F (It's not obligatory – you can use the opinions if you wish.)
4 T (They're written in an informal style, whereas an essay should be fairly formal.)
5 T ('giving reasons in support of your answer')
6 F (You should ensure that everything you write is relevant to the task.)
7 F (You should write in a formal academic style using complete sentences and structured paragraphs.)
8 F (You should aim to complete the task as stated.)

5 Tell students to read the essay quickly to get a general idea of the content, without focusing on the underlined words at this stage. They then read the essay again more carefully and match the notes a–e with the correct paragraphs in the plan. When comparing answers in pairs, students should justify their answers by referring to the relevant sentences in the essay.

Answers
Paragraph 1: d Paragraph 2: c Paragraph 3: a
Paragraph 4: e Paragraph 5: b

6 Give students time to read the questions and consider their ideas. Point out that when discussing question 6, they should use phrases to express their opinion and to agree or disagree with each other where appropriate. To help them prepare and increase their vocabulary range, students could underline opinion phrases in Cristina's essay and make them less formal, for example by including contractions, so they sound more natural when speaking (e.g., *I understand your viewpoint, but I don't entirely share it. I'd argue that …*). Set a time limit of five minutes for this activity before inviting students to share their ideas with the class. Students often underestimate how long they should spend planning so during feedback for question 2, you may wish to elicit how long they should spend planning their essay before they start writing (5–10 minutes).

Answers
1 To make sure you identify all aspects of the task.
2 You will score higher marks if you write a coherent, structured answer.
3 Not exactly – she also included how students can learn necessary skills while working.
4 Yes.
5 While I understand this viewpoint, I do not entirely share it; I believe; I do not think; I would therefore argue that
6 Student's own answer
7 An academic essay always requires students to develop and express their opinion. If this is not done, the task has not been completed.

7 Point out that reference words are used to refer to something mentioned earlier in the text. They often refer to a noun or noun phrase in the previous sentence but may also refer back to a whole idea, opinion or fact. Remind students that effective use of reference words will make their writing more cohesive, and this will help them gain higher marks in the exam. Some students are likely to find this activity challenging, so elicit the answer for the first reference word before putting students in pairs to complete the activity. You could encourage them to draw an arrow from the reference word to whatever it refers to (for 1 and 5, this will be a substantial chunk of text). After five minutes, tell them to compare answers with another pair before whole-class feedback.

Answers
1 the fact that many young people find it hard to find the sort of job they aspire to
2 employers
3 students
4 students
5 the idea that courses are too theoretical and do not teach students the practical skills they will need in the workplace
6 this viewpoint
7 critical thinking skills
8 developing critical thinking skills
9 work experience
10 students'
11 an excellent general education

8 Before starting this activity, put students into groups of three and tell them to brainstorm different methods that can be used to produce an essay plan, e.g., spider diagrams, mind maps, bulleted lists under headings, writing the topic sentence for each paragraph, etc. Invite groups to write their methods on the board before briefly discussing the pros and cons of each as a class, e.g., *A spider diagram is helpful as it can include a lot of information, but it may be messy and difficult to read.* Tell students to work individually to write their plan and set a time limit of ten minutes for them to complete it.

9 Students make their own choice of words and phrases they would like to use from the essay. If they have a vocabulary notebook, give them extra time to copy the words into their books.

10 Ask students to look at their plan and decide where the vocabulary from Exercise 10 best fits with the ideas they have outlined.

11 Point out that in the exam students have 90 minutes to answer two writing questions and should spend around 45 minutes on Writing Part 1. As students will have spent around ten minutes planning their essay, set a time limit of 30 minutes for them to complete the task. This will give them five minutes to check their text. If students are concerned that 30 minutes is not enough time, you may wish to point out that they only need to write eight words a minute to achieve 240 words.

Extension activity
Ask students to compare their essay with their essay plan and think about the following questions:

- *Did I follow my essay plan? If not, why not?*
- *What words or phrases from my essay plan did I use?*
- *Did I remember to look at my plan once I started writing?*
- *How effective was my essay plan and how could I make it more effective in the future?*

Vocabulary

Personality adjectives

chaotic
competent
conscientious
considerate
genuine
hilarious
idealistic
imaginative
insecure
insensitive
naïve
open-minded
outgoing
protective
self-centred
supportive
thoughtful
unconventional
well-organised

Multi-word verbs

bump into someone
catch up with someone
do without something/someone
dwell on something
fall apart
fall out (with someone)
get in the way of something
head off for somewhere
hit it off (with someone)
let someone down
put something down to
put up with something/someone
settle down
take to something/someone
turn up
wind someone up

Collocations with *give* and *make*

give a speech, lecture, talk, performance
give (someone) information, details, advice, instructions
give someone a(n) chance, opportunity
give someone a refund, their money back
give someone an impression
give something a miss
make a phone call
make a(n) recommendation, comment, apology, suggestion
make an impression on someone
make time for someone

Vocabulary activity 1

Put students into pairs. Student A gives a definition for a personality adjective or multi-word verb and Student B has to guess what it is. Once B has guessed correctly, A must make up a question with the same vocabulary item for B to answer. For example:

Student A: *To meet someone you know by chance.*
Student B: *Bump into.*
Student A: *Yes, that's right. When was the last time you* ***bumped into*** *someone?*
Student B: *Well, it's funny you should ask that. Last week I'd been doing bit of shopping when …*

Vocabulary activity 2

Tell students you are going to dictate something. They must write down what you say and when you say the word *blank* they must write the verb *give* or *make* in the correct tense. Point out that they should listen carefully to the words you say after *blank* as this will enable them to choose the correct option. Then dictate twice:

If you're having a conversation or [blank] *a phone call, you need to listen to the other person. I had a friend who used to talk all the time, so I* [blank] *her some advice. I told her if she wanted to* [blank] *a good impression on people, she must stop* [blank] *lectures and* [blank] *others a chance to speak.*
(Answers: making, gave, make, giving, give)

After you have elicited the answers, put students into pairs. Ask them to write three sentences using collocations with *give* and *make*. If they need help, they can turn to page 28 and look at the sentences in Exercise 1. Students then take turns to read out their sentences, replacing the verb *give* or *make* with the word *blank*. Their partner has to repeat the sentence, replacing *blank* with *give* or *make* in the correct form. For example:

Student A: *The minister* [blank] *a rousing speech at the end of the conference.*
Student B: *The minister* ***gave*** *a rousing speech at the end of the conference.*

DIGITAL CLASSROOM

Practice Extra Unit 1

Test Generator Unit 1 test

Test and Train Exam Practice

2 More than words

Unit objectives

Topic: language and language learning

Reading and Use of English Part 3: using prefixes and suffixes; spelling of words with affixes

Reading and Use of English Part 6: reading for detail; identifying similarities and differences of expression

Listening Part 1: predicting answers

Speaking Part 2: using appropriate vocabulary; phrases for speculation

Writing Part 2: a report: identifying the structure and layout of a report; thinking about audience

Vocabulary: words and phrases connected with language and language learning; collocations with *make*, *get* and *do*

Grammar: expressing purpose, reason and result

Starting off SB page 18

Lead in

With books closed, ask students to think about reasons why people learn another language. Give them a minute to write down three reasons (e.g., to get a better paid job abroad, to get into university) before putting them into pairs to share their ideas. After whole-class feedback, invite students to briefly share their reasons for learning English. If some students respond, *Because my parents told me to* or *Because I have to*, encourage them to consider the reasons behind the decision, e.g., *My parents want me to learn English so that I can study Electrical Engineering at an English-speaking university.*

1 Allow students time to read the boxed words before putting them into pairs. Monitor and support weaker students with unknown words by encouraging them to use the context and their existing English language knowledge. For example, ask: *What type of word is needed for question 1?* (an adjective) *How many languages are mentioned after the gap?* (two, national and regional) *What prefix means 'two'?* (*bi-*) The answer to question 1 is *bilingual*. Play the recording for students to check the answers and elicit the meaning of the words in whole-class feedback.

Answers

1 bilingual **2** switch **3** loanwords **4** mother tongue
5 a bit rusty **6** pick up **7** an excellent command
8 highly articulate **9** accurately **10** fluency **11** aims

Track 05

Speaker 1: Where I live people tend to be bilingual – they speak the regional and the national language and they switch between languages with ease. As a result, they seem to find it easier to learn other languages as well. At least I know quite a lot of people who speak several foreign languages.

Speaker 2: People do worry a bit about how the language is changing. I think it's due to globalisation, but lots of loanwords are coming into the language, particularly from English, so my mother tongue's not at all the same as it was, say, fifty years ago. Personally, I don't know if that's a bad thing – I mean, if people find it easier to express themselves using loanwords, then perhaps they should.

Speaker 3: I find it frustrating because I spent years trying to reach an advanced level but now my English has got a bit rusty because I don't use it very often and that's a pity.

Speaker 4: I spent years at school studying Spanish and never learnt to speak it well. I guess I should have been sent on an exchange to a Spanish or a Mexican school for six months or thereabouts 'cause everyone knows that living in a different country, you just pick up the local language naturally and that may well be the best way to learn it.

Speaker 5: I'm really dedicated to studying languages. I'm aiming to achieve an excellent command of English, which means becoming highly articulate and being able to use the language accurately and effortlessly.

Speaker 6: Language is a tool for achieving other things and, frankly, I wouldn't consider accuracy to be as important as fluency when learning a foreign language. I think the main thing is to make oneself understood.

Speaker 7: We live in a highly competitive world. Countries compete with each other, employers compete with each other and people compete. Consequently, we should be teaching young people to use language for persuasion rather than self-expression. It's all very well being able to say what you think and feel, but you've got to be able to sell yourself, sell your product, achieve your aims.

2 Play the recording again and then give students time to consider their responses and make notes if they wish. When discussing in pairs, students should support their ideas with reasons and examples.

Listening Part 1 SB page 18

Lead in

Write on the board *How have you learned English?* Ask students to work with a partner and to think of all the different ways they have learned English. Highlight that these can be both formal (i.e. at school) or informal (i.e. watching movies). Give students three or four minutes to discuss the question before eliciting ideas in class feedback.

After reading through the exam information with the class, ask students to close their books. Read out the following statements about Listening Part 1:

You hear three short conversations on the same theme.
For each conversation, you must answer three multiple-choice questions, each with three options.
You may need to identify speakers' attitudes and opinions.

In pairs, students decide if the statements are true or false. If false, they should say why (F – different themes; F – two multiple-choice questions; T).

You may wish to point out that speakers may have a range of different accents, e.g., British English, Australian English, American English.

Exam info

1 Read the rubric and ensure students have understood the questions. After students have discussed the questions in pairs, invite them to share their ideas with the class.

2 Tell students to underline key words in the question (*aspects of studying languages*, *disagree*). Remind them that *key words* are the words that tell them what information they need to listen for. As the answer is something the speakers disagree on, you could elicit examples of phrases for disagreeing, e.g., *it's doubtful*, pointing out that at advanced level they are unlikely to hear phrases like *I disagree*. Play the recording and allow students to compare answers in pairs. Encourage them to paraphrase what they heard, which will help prepare them for Exercise 4. Don't check the answer with the class at this stage.

Answer
They disagree about how the financial benefits of learning a new language motivate people to take language courses.

3 Tell students to underline key words in the question (*woman*, *main benefit*, *the course*), drawing their attention to the fact that they are listening for what the woman, not the man, thinks. Play the recording and allow students to discuss in pairs, but again, don't confirm the answer until they have completed Exercise 4.

Answer
She is learning more about how changes in language both reflect and shape the world.

4 Pre-teach *external* and *flexible* before students listen. Point out that the questions are essentially the same as in Exercises 2 and 3, but now they have three options to choose from. They will need to decide which of these options fits best with the answer they gave for each question. Point out that in the exam they will have only 15 seconds to read the questions and options for each extract before hearing all three extracts twice. Play the recording. Allow students to confer before eliciting the answers from the class.

Answers
1 B **2** A

Tracks 06, 07 & 08

Extract One

Narrator: You hear two people talking about a course the woman is doing.

Man: Hi, Lois. Have you started your evening classes?

Woman: Yes. I'm doing a course on the origins of the English language.

Man: Good idea. It's interesting to study a language you already speak. I get the impression that people generally prefer to learn a new language, hoping it might help their future earning potential. Or they just want to impress their friends on holiday.

Woman: Well, it's debatable whether people sign up for courses purely to give their salaries a boost. In any case, I do feel like I'm doing it for the right reasons. And, luckily, the teacher's so engaging, it hardly feels like studying at all.

Man: But surely the main thing is less about the lessons being delivered well, and more that you feel you can explore the subject on your own terms.

Woman: True. And I really get on with the other people on my course, too. It's great fun, all of us singing old English folk songs from centuries ago, which we do together each class. Primarily, though, I'm finding it intriguing to try and make sense of the world through language developments. They're related to historical and political events in ways I hadn't previously recognised.

5 Explain to students that they are now going to listen to two more extracts and will answer two multiple-choice questions for each extract. Reiterate that they should use the same approach to answer these questions as they have used in Exercises 2, 3 and 4 (read the questions and underline key words, listen and try to answer the question without looking at the options, select the option that matches most closely what you hear). Play the recording through once and ask students to compare their answers with a partner. Then play the recording again for students to check their answers before eliciting the correct answers in whole-class feedback.

Answers
3 A **4** C **5** A **6** C

Track 09

Extract Two

Narrator: You hear two literature students talking about the relevance of their subject.

Woman: Because great literature is often written in a style that can seem old-fashioned, a lot of people complain that it's completely worthless nowadays. I think that's a bit short-sighted but I do get their argument: that a book was written at a particular time, and although it might bring to life the characters and culture of that age, none of it resembles our society today. But studying literature allows students to look back in time and understand that the anxieties that run through our existence are just as they always have been.

Man: Absolutely. And also, if a high school student reads an old novel, there's every chance they'll find a character in it who they identify with, which can be a great source of comfort and reassurance to them. The dominant argument coming from a lot of teachers is that reading more widely leads to improvements in other skills, such as research or writing, which may or may not be the case. What they always ignore is how beneficial it can be for teenagers, who can be so focused on their studies in numerous subjects, to read a work that has stood the test of time.

Extract Three

Examiner: You hear two friends discussing different styles of writing.

Woman: Did you get that work experience place?

Man: No. Apparently, I made an 'unsuitable comment' in my application.

Woman: What was it?

Man: At the end, I wrote, 'Hope you give the job to me, not some loser!' It was meant as a joke, but the manager wasn't impressed. I didn't think the email needed to be so formal, it was only for a work experience job. But some people still insist on being traditional, even when the whole world is becoming totally relaxed about it all. Maybe I went too far, but it feels to me like he could have lowered his expectations a little.

Woman: I know what you mean. Whenever my parents text me, they'll use correct punctuation in every sentence. Capital letters, correct grammar and spelling, no emojis ... it seems so formal and harsh to me. Like, if I'm out, my mum will send a message which she thinks is just letting me know what's for dinner, but in my mind she's ordering me back home at that moment. I feel that texting someone should be the equivalent of having a chat, and it ought to reflect the way you talk to someone face-to-face. Otherwise, it can easily be misread.

6 Give students a few minutes to consider their responses and make notes if they wish. Invite students to share their ideas in whole-class feedback.

Extension activity

Focus on the incorrect options to help students recognise how distractors are used in Listening Part 1. Play Track 09 again and, if possible, display the audioscript. Ask students to identify words or phrases which may mislead them into choosing incorrect options in Exercise 5. For example, in Extract Two the woman mentions 'our society today'. This may have led a student to select option C in question 3, 'the opportunity it brings to evaluate modern culture'. Ask students to identify what makes these selections wrong, for example, the speaker in Extract Two argues that the literature is relevant to the present, but doesn't say it enables us to 'evaluate' it. Allow students to compare their answers in pairs or small groups before eliciting answers from the class.

Vocabulary SB page 20

Collocations with *make*, *get* and *do*

Lead in

With books closed, write *get* and *do* on the board. Put students into small teams and ask them to write down as many collocations for *get* and *do* as they can think of. Invite a member of each team to write their team's phrases on the board. Elicit error correction from the class if necessary. You may wish to leave the phrases on the board so that students can add them to the table in Exercise 2.

1 Elicit the answer to the first question from the class before students complete the task individually. Allow students to compare their answers with a partner before you elicit them from the class.

Answers
1 doing **2** makes **3** get **4** get **5** made

2 Students complete this activity in pairs or groups of three. Weaker students may find this activity challenging so, if possible, ensure there is a stronger student in each pair or group.

Answers
make: a decision, a mistake, a point, a proposal, a suggestion, an apology, an improvement, changes, complaints, friends
get: a qualification, business, exercise, further information, one's money back, some shopping
do: a job, activities, business, exercise, harm, household chores, one's best, some shopping, sport, the cooking

3 Working individually, students read the sentences and underline the collocation which includes a mistake or which is non commonly used. Put them into pairs to complete the activity. They can then refer to the table in Exercise 2 to check their answers. During feedback for sentence 6, explain that *given suggestions* is not a mistake but is a less common collocation than *made suggestions*.

Answers
1 ~~make~~ do **2** ~~receive~~ get **3** ~~turn~~ make **4** ~~make~~ do
5 ~~achieve~~ do **6** ~~given~~ made **7** ~~make~~ do **8** ~~practising~~ doing

Fast finishers

Students choose three of the collocations in Exercise 2 and write three questions for their classmates to answer later, e.g., *Do you prefer **doing** short or longer **courses**? What **improvements** could be **made** to our school? Who usually **does the cooking** in your home?* Once the class have completed Exercise 3, ask fast finishers to write their questions on the board and invite other students to answer them.

Reading and Use of English Part 3 SB page 20

Read the information with the students. Then write the following sentence on the board: *What are the abilities that a ..... sports person needs?* Elicit ideas for how to complete the sentence from the class and then write the word *PROFESSION* to elicit the answer *professional*. Explain that in the Reading and Use of English Part 3 task, students are given a word stem that must be changed to form the missing word. This can involve adding prefixes and suffixes that change the meaning or grammatical form of the word stem provided.

Exam info

1 This is a fun activity that practises listening to English spoken in different accents. Remind students that they may hear a variety of voices and accents in the Listening exam. Play the recording. Allow students to compare their answers in pairs before eliciting them in whole-class feedback. If they guessed wrongly, tell them not to worry – point out that while it is important for them to understand what speakers with different accents are saying, they will not need to identify where the speakers are from in the exam.

Answers
Speaker 1: southern England
Speaker 2: Scotland
Speaker 3: Wales
Speaker 4: northern England
Speaker 5: Northern Ireland

Track 10

Speaker 1: My best friend is from another part of the country to me and I absolutely love her accent, it's really different from mine.

Speaker 2: My best friend is from another part of the country to me and I absolutely love her accent, it's really different from mine.

Speaker 3: My best friend is from another part of the country to me and I absolutely love her accent, it's really different from mine.

Speaker 4: My best friend is from another part of the country to me and I absolutely love her accent, it's really different from mine.

Speaker 5: My best friend is from another part of the country to me and I absolutely love her accent; it's really different from mine.

2 Put students into small groups. As they work, encourage them to write the words in their notebooks. If weaker students have trouble thinking of many words, allow them to search for more in a dictionary. Once students have finished, invite a representative from each group to write their words on the board. Elicit error correction if necessary. Leave the words on the board so students can refer to them when they complete Exercise 3.

Suggested answers
part: partner, partnership, participate, participant, compartment, depart, department, departure, partly, particular, parting, impart
love: lover, lovely, lovelier, loveliest, loveliness, unlovely, loved, beloved, lovable, loveless, lovelorn, lovesick, lovebird
different: differ, difference, differently, indifferent, indifferently, indifference, differentiate, differentiation, differential, differentially

3 Invite a student to come to the board. Refer students to the words on the board from Exercise 2 and tell them to call out the prefixes and suffixes for the student at the board to underline. Then, once the student has returned to their seat, brainstorm examples of words with other prefixes and suffixes, e.g., *appear – <u>dis</u>appear*, *hope – hope<u>ful</u>/hope<u>less</u>*. Point out that some words can build on two or even three affixes, e.g., *expect – <u>un</u>expect<u>edly</u>*, *real – <u>un</u>real<u>istic</u>*.

Suggested answers
Prefixes:
anti-, auto-, de-, dis-, down-, extra-, hyper-, il-, im-, in-, ir-, inter-, mega-, mis-, non-, over-, out-, post-, pre-, pro-, re-, semi-, sub-, super-, tele-, trans-, ultra-, un-, under-, up-

Suffixes:
(nouns) -age, -al, -ance/-ence, -dom, -ee, -er/-or, -hood, -ing, -ism, -ist, -ity, -ment, -ness, -ry, -ship, -tion/-sion; (adjectives) -able/-ible, -al, -ed, -en, -ese, -ful, -ic, -ing, -ish, -ive, -less, -ly, -ous, -y;
(adverbs) -ly, -ward(s), -wise;
(verbs) -ate, -en, -ify, -ise

4 Students work individually. Monitor and support weaker students by helping them identify mistakes and eliciting corrections. After whole-class feedback, ask students to reflect on the common spelling mistakes they make themselves. They could write the mistakes and corrections in their notebooks under the heading *Common spelling mistakes I make* and refer to them when they are completing written work.

Answers
My friend's accent is much softer, so even when she's <u>irritated</u> or having an <u>argument</u> she sounds like she's <u>entirely</u> relaxed. I find it really <u>fascinating</u> that two people who are <u>essentially</u> from the same part of the country can have such <u>dissimilar</u> accents.

5 Draw attention to the heading, which makes it clear that the text is on the subject of accents. In pairs, students then read one paragraph each, ignoring the gaps for now. When they put their two summaries together, they should have a fairly clear idea of the topics the text is covering and the main points it is making.

6 Point out that as this is an exam task, students should work individually. Set a time limit of 12 minutes. Students compare their answers with a partner before you elicit the correct answers in whole-class feedback. Point out that it can be helpful to read the whole text first before answering the questions to understand how it develops. You should also point out that all words carry the same mark, so rather than using up a lot of their time puzzling over a difficult answer, students should move on to the next word and return to the problematic one at the end.

Answers
1 interaction **2** Historically **3** difference/differences
4 unmeasurable **5** assumption **6** ethnicity
7 influential **8** numerous

7 Give students time to read the questions and consider their responses before putting them into groups. Tell students they must give examples and reasons to support their ideas and encourage them to ask follow-up questions where appropriate. For example:

Student A: *I'd like to change my accent so I sound more educated.*
Student B: *Really? So, you think that people judge someone's level of education by the sound of their voice?*
Student A: *Well, in my experience …*

Reading and Use of English Part 6 SB page 22

Read the exam information with the students and highlight the information in the final bullet point. Explain that in this part of the exam, students have to identify how one text agrees or disagrees with another or how one text differs from the other three. As the opinions are not paraphrased in the questions, students are likely to find this a demanding task and may want to allot more time to it than to some other parts of the exam.

Exam info

1 Students work individually to complete the questionnaire before working in groups to compare and explain their answers. Alternatively, you could adapt the task by asking them to conduct a survey. Students stand up and mingle, asking each other how far they agree with the statements on a scale of 1–10 and giving reasons for their answers.

2 Elicit phrases to give advice, (e.g., *I'd encourage you to …*, *In your position I'd …*, *Whatever you do, don't …*) before students complete the activity. Elicit answers in class feedback.

3 This task can be quite challenging for students so it may help to check their answers after each stage of the task. Ask students to find and underline the part of Extract A that gives the answer to question a. Ask if this is expressing a positive or negative view of movie scripts and the examples of speech they provide (positive). Elicit students' answers for question b. Then, having established A's position, give students time to read and underline what the other writers say in Extracts B, C and D. Finally, ask them to compare what they have underlined with A's opinion to see which writer is in agreement.

Answers
a 'Script writers today are exceptionally skilled in reproducing genuine discussions'
b Students' own answers
c B: 'learners should avoid the temptation to repeat carefully chosen language of a screenplay with the intention of communicating in an entirely natural way'
C: 'Movie dialogue is perfectly capable of capturing the patterns of everyday speech, so a vocabulary notebook can be filled with examples of useful and authentic dialogue for the learner to adopt as their own.'
D: 'Many people devote hours on end to repeated viewings of the same film in order to build their ability to quote whole sections of dialogue by heart. This is a solid idea, if the only aim is to impress and entertain one's fellow film enthusiasts, rather than being able to converse with somebody else in an authentic way.'
d C

4 Look at question 1 together with the class and elicit the answer. Having established in Exercise 3 that C agrees with A that scripts reproduce genuine speech, it should be evident that it is A who shares C's view on the same topic. Read through the other questions with the class and point out that students will need to find what opinions the writers have on the topic and decide on similarities and difference between them. Put students into pairs and allow them 15 minutes to complete the task. Encourage them to underline the parts of each text relevant to the questions. If they have coloured pencils, it could help to use different colours for different questions.

Answers
1 A **2** C **3** C **4** B

Extension activity
Ask students to write a short opinion-based paragraph in which they give their point of view about using movies to help learn a language. They may want to use ideas from the texts in Exercise 4, but should express them in their own way, giving examples from their own experience. Collect the paragraphs and display them around the room so students can read each other's work. Finally, praise the students for examples of correct language use and encourage peer correction of errors.

Speaking Part 2 SB page 24

▶ **Page 207 Speaking bank**

Lead in
With books closed, tell students about a time when you found it difficult to follow an explanation (it could be when assembling furniture from a kit, perhaps, or when following complex directions). Put students into pairs and ask them to tell each other of a time when they struggled to follow an explanation. When they have finished, elicit a few examples form the class.

Read the exam information with the students. Alternatively, put them into pairs and ask them to read the exam information before they briefly discuss which points are most useful to them and why.

Exam info

1 Students work individually before comparing their answers in pairs. As some candidates forget to make comparisons in this part of the exam, you may wish to stress the importance of comparing the photos rather than just describing them one at a time.

Answer
Compare two of the photos, say what the speakers might be explaining, say what problems the speakers might have.

2 Check that students know the meaning of the vocabulary by eliciting examples. Then put them into pairs or threes to complete the activity. In whole-class feedback, ensure that students justify their choices.

Suggested answers
photo 1: boost morale, decide on / discuss / explain tactics, encourage the team, influence the outcome
photo 2: give a demonstration, take people through the steps
photo 3: argue a case, defend a client, influence the outcome, persuade the judge/jury, reach a verdict

3 Tell students they should make notes as they listen. Play the recording twice. The first time, tell students to identify the photos that Daniel has chosen (1 and 3) and to answer question 1; the second time, they should answer questions 2 and 3. After you have played the recording the second time, put students into pairs to compare their answers before you elicit them from the class.

Answers
1 explain tactics, boost morale, argue a case, defend a client, persuade the jury, reach a verdict
2 He also mentions similarities.
3 Yes

Track 11

Examiner: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people explaining things. I'd like you to compare two of the pictures and say what the speakers might be explaining and what problems the speakers might have.

Daniel: OK. In this photo there's a team coach who looks as if he's explaining tactics to a team of teenage boys, perhaps at half time. The boys give the impression that they're a bit tired or perhaps disheartened, judging by the expressions on their faces, so perhaps he's trying to boost their morale. In the other photo there's a lawyer, a barrister I think they're called, who seems to be arguing a case to the court. She appears to be defending her client and trying to persuade the jury that he's innocent. In both photos, I imagine the explanation is vital: the coach wants his team to go back on the pitch and win the match while the barrister wants to win her case by persuading the jury to reach a verdict of not guilty. I think both speakers have very similar problems because their success depends entirely on the words they use, although the outcome is something they have no direct control over.

Examiner: Thank you.

4 Point out that the situations shown in the photos and the motivations and feelings of the people are open to interpretation. The sentence openings in 1–5 are useful for speculating or offering tentative opinions. To complete the sentences, students can use some of the phrases they heard in the recording, but encourage them also to express different ideas of their own. Students work individually before comparing their answers in pairs or small groups.

Answers
(from the recording script)
1 he's explaining tactics.
2 they're a bit tired or perhaps disheartened … the expressions on their faces.
3 to be arguing a case.
4 to be defending her client.
5 the explanation is vital.
6 his team to go back on the pitch and win the match … to win her case.

5 Ask students to partner with someone they do not normally work with. Encourage stronger students to include photo 2 in their choice of two to compare. Make it clear that they should not comment or interrupt while their partner is speaking.

6 Remind students to justify their ideas by giving reasons and examples.

Suggested answers
1 Choose the two you find easiest – the photos are not graded to be easier or more difficult; the examiners will assess you on the quality of your speaking.
2 No, also the adults.

7 Check that students understand the meaning of the phrases before they match them with the photos. Point out that some phrases can be used with more than one photo.

Suggested answers
1 cheer someone up, give encouragement, put a brave face on things
2 bond with each other, spend quality time together, teach someone basic skills
3 bond with each other, look through an album, remember good times, share family history, spend quality time together

8 Ask students to partner with someone they do not usually work with. Give them a few minutes to choose their two photos and consider their ideas, allowing less confident students to make notes if they wish. Remind students that they should aim to speak for one minute each. After all the students have spoken, tell them to reflect on their performance by silently considering the following questions: *Did I make comparisons and contrasts between the photos? Did I answer both questions in the task? Did I use a range of topic-related vocabulary?*

Grammar SB page 26

Expressing purpose, reason and result

▶ **Page 164 The COMPLETE grammar reference**

Lead in
With books closed, write on the board the following sentences:

James went to Spain.

A He was going to meet some customers.
B His boss had arranged a meeting.
C He made friends with one of his customers who will visit his family this summer.

Ask students to identify which sentence is the reason (B), the purpose (A) and the result (C). Once students have completed the task, you could go through the notes and examples on page 164 of the COMPLETE grammar reference.

1 You may prefer to do the matching of openings and endings together with the class before putting them into pairs to choose the connectors. Tell them to read the sentences aloud with different connectors. Are they grammatically correct? Are they logical? When you check the answers with the class, make it clear that the connector for 2D can be *to* as well as *in order to*.

Answers
1 C – as
2 D – in order to
3 A – with the intention of
4 B – with the result that

2 Pre-teach *immerse* and check understanding by eliciting one or two example sentences, e.g., *I was so immersed in watching the film that I didn't hear the doorbell.* Monitor and make a note of students who are having difficulties with the grammar. During feedback, again point out that the connector for 2A could be either *to* or *in order to*.

Answers
1 D – so **2** A – to **3** B – otherwise **4** C – in case

3 Put students into pairs. As an alternative to eliciting the answers in whole-class feedback, you may wish to encourage autonomy by telling pairs to check their answers using the chart on page 165 of the COMPLETE grammar reference.

Answers
1 a in order to, so, to, with the intention of
b as, in case, otherwise **c** with the result that
2 a in order to, to **b** with the intention of
c as, in case, so, with the result that, otherwise

4 At the end of this exercise, remind students to make a note in their notebooks of any of these errors that they commonly make themselves. They can refer to these when they are revising for the exam. For further practice on purpose, reason and result, you could ask students to complete Exercises 1–3 in the COMPLETE grammar reference, pages 164 and 165, either in class or for homework.

Answers
1 because **2** For
3 because of **4** so that
5 in order not to

Writing Part 2: A report SB page 26

▶ **Page 200 Writing bank**

Lead in
With books closed, ask students to consider the differences between writing a report and writing a review. Elicit examples from the class, e.g., a report is more factual and impersonal, whereas a review is generally more informal and gives personal opinions.

Read the exam information with the class and make it clear that only three of the four text types will appear as options in Part 2 of the exam.

Exam info

1 Explain that in the Writing exam, a report is typically written for someone in authority (e.g., the town council, a teacher, a manager) but may also be for colleagues or fellow members of a club. Students need to keep in mind who the intended audience is – this will affect the level of formality that is appropriate for their report. Students work individually before comparing their answers in pairs or small groups. For question 3, tell students to underline the main points in the task and emphasise the importance of covering all of these points in their report.

Answers
1 the manager at an education technology company
2 formal
3 methods students use to learn vocabulary, what methods they find are effective, recommendations for a vocabulary learning app
4 *Suggested answer:* probably the same order as in the question

2 Tell students to read the report quickly to get a general idea of the content before they read it a second time and fill in the gaps. Remind them they should read the headings and the sentences before and after the gaps to make sure their choices fit grammatically and logically. Allow weaker students to work in pairs.

Answers
1 The aim **2** accounting for **3** the effect **4** due to
5 resulted **6** so as **7** as a consequence **8** means

3 Give students time to read the questions and write down their responses before putting them into small groups to discuss.

Answers
1 It has a title and sections with section headings.
2 Yes **3** Yes

4 Remind students of the importance of spending 5–10 minutes writing a plan that includes headings, is well-structured, and focuses on answering each part of the task. Elicit answers for the first three questions before giving students time to make their plan. Under each of the headings they should note down points that they intend to cover in that section of the report.

Answers
- what languages people learn and why / the ways in which they learn / recommendations on how language learning can be improved
- people at an educational publishing company
- formal

5 Some students worry about report writing, so refer them to the Writing bank on page 199 if you think looking at another model answer would be helpful. Set a time limit of 45 minutes. After students have finished writing, tell them to read what they have written so they can correct any obvious spelling or grammar errors.

Extension activity
Students swap reports and use the checklist in Exercise 11 on page 201 to give feedback to their partner. Tell them to identify three things they could improve and then give them ten minutes to make the improvements. At this point you may wish to explore how students feel about the time limits. For example, did they finish their writing in time? Did they spend sufficient time planning? How did they use their plans?

Vocabulary

Language learning

accurately
aims
an excellent command
be a bit rusty
bilingual
fluency
highly articulate
loanwords
mother tongue
pick up
switch

Collocations with *make*, *get* and *do*

make a comment
make a decision
make a mistake
make a point
make a proposal
make a suggestion
make an apology
make an effort
make an improvement
make changes
make complaints
make friends
make the right choice
make use of something

get a job
get a qualification
get business
get exercise
get further information
get one's money back

do a course
do an activity
do business
do harm
do household chores
do one's best
do some shopping
do sport
do the cooking

Phrases for persuading and supporting people

argue a case
bond with each other
boost morale
cheer someone up
decide on / discuss / explain tactics
defend a client
encourage the team
give a demonstration
give encouragement
influence an outcome
look through an album
persuade a judge/jury
put a brave face on things
reach a verdict
remember good times
share family history
spend quality time together
take people through the steps
teach someone basic skills

Vocabulary activity 1

Put students into small groups and give each group a marker pen and a large piece of paper. Ask students to divide their piece of paper into *make*, *get* and *do* sections. Give the groups three minutes to write collocations with *make*, *get* and *do* that they can remember from the unit. After three minutes, ask students to display their pieces of paper on the wall. The winning group is the one who has remembered the most phrases from the unit correctly. Follow up by asking groups to choose five of the collocations and write five questions for another group to answer, e.g., *When was the last time you **made** a difficult **decision**? What **household chores** do you dislike **doing**? Would you **get a job** you hated in order to pay the bills?*

Vocabulary activity 2

In this activity students recycle language from the unit as they tell a story. Put students into groups of three. Write a story opening about speaking or learning a language on the board. For example:

Something embarrassing happened the other month when I was speaking English …

Student A continues telling the story using at least two words or phrases from the vocabulary lists. Point out that stories don't need to be realistic – they can be as imaginative as students wish. When student A pauses, student B continues the story without repeating the vocabulary items that have already been used. Then student C follows suit. You may wish to make sure that stronger students are C as they will have the fewest words to choose from. Example story:

A: *I was in a coffee shop in London and although I was **a bit rusty** because I hadn't travelled abroad in a while, I thought I'd try to **make** some English **friends** …*

B: *There was this group of English people on the next table, so I **made a comment** about the coffee. I was quite sure I was speaking **accurately** …*

C: *However, they looked at me strangely, and I realised I'd **switched** between languages and was actually speaking in my **mother tongue**.*

DIGITAL CLASSROOM

Practice Extra Unit 2

Test Generator Unit 2 test

Test and Train Exam Practice

Unit 1 Vocabulary and grammar review

1
1 gave 2 making 3 give 4 made, giving 5 give
6 gave 7 give 8 making 9 makes 10 give
2
1 found the advice (that) Gustavo gave / found Gustavo's advice to
2 has been living in Berlin
3 had never been/gone skiing before/until/till
4 Paola gave / by Paola made a favourable impression
5 has changed in/over/during the last/past
6 I had lost my receipt
3
1 had stopped 2 We'd been standing, were feeling
3 I've driven 4 she's been studying 5 had been eating
6 used to work 7 had been coming, were repairing 8 went

Unit 2 Vocabulary and grammar review

1
1 accurately 2 articulate 3 command 4 fluency
5 pick up 6 mother tongue 7 bilingual 8 rusty
2
1 get 2 making 3 doing 4 made 5 make
6 do 7 got 8 do 9 make 10 do
3
1 with the intention of 2 to 3 in case 4 otherwise 5 as
6 with the result that
4
1 intention ~~for~~ **of** 2 **in** case 3 ~~as~~ **with** the result
4 ~~other than~~ otherwise 5 ~~as~~ so 6 in order **to** save

3 Mind, body and soul

Unit objectives

Topic: psychology and mental health

Reading and Use of English Part 5: skim reading a text for understanding; locating specific information in a text.

Reading and Use of English Part 2: identifying word types to complete a cloze activity

Listening Part 2: identifying word types; listening for specific information

Speaking Part 3: following instructions; sustaining interaction; using appropriate language to express and justify opinions

Writing Part 1: an essay: planning an essay; paragraph structure; phrases for sequencing

Grammar: *no*, *none*, *not*; the passive

Vocabulary: intelligence types; multi-word verbs; verb collocations

Starting off SB page 30

Lead in

Ask the class: *What do we mean when we say that a person is intelligent?* Elicit responses from a range of students and invite others to comment or raise questions. Find out if any students have looked at or done one of the intelligence (IQ) tests that can be found online. Ask: *What sort of tasks do they set? Are they difficult? What abilities do you need to get a high score on these tests?*

1 Put students into pairs or small groups to discuss the questions. Elicit responses from the class, making sure that students justify their responses with reasons and examples.

2 Give students time to read the information in the table and elicit the meaning of any unknown vocabulary. You could allow weaker students to use a dictionary. Once students have scored themselves, put them into groups to compare their scores, giving evidence to support their choices. Alternatively, you could allow students to stand up and circulate, comparing scores with as many classmates as possible. Ask them to try to find at least one other person whose scores are broadly similar to their own. In whole-class feedback, invite students to comment on any notable similarities or differences that came out in their discussions.

Background information

IQ (Intelligent Quotient) tests have been used to measure a person's intelligence for approximately 100 years. While psychologists generally agree that abstract reasoning is a feature of intelligence, Howard Gardener, born in 1943, challenged the theory that there is only one type of general cognitive intelligence, proposing instead there are multiple intelligences. This means that someone who is skilled at mathematics, for example, may not necessarily be good at language learning. In addition, Gardener theorised that people are born with all the intelligences they will ever have, although levels of each intelligence vary from person to person.

3 Look at the photos with the students and elicit what they know about the people. Then put them into pairs to complete the activity.

Background information

Ai WeiWei (born 1957) is a Chinese contemporary artist, documentary maker and activist who, after leaving China in 2015, has lived in Germany, the UK and Portugal. In 1995 he dropped a Han Dynasty urn as a piece of performance art.

Tim Berners-Lee (born 1955) is an English computer scientist who has worked at CERN, MIT and the University of Oxford during his career. While at CERN, he developed the first Hypertext Transfer Protocol (HTTP) and performed the first transfer between client and server in 1989, giving birth to the World Wide Web. He was knighted in 2004.

Oprah Winfrey (born 1954) is an American talk show host, producer, actress, author and philanthropist. Between 1986 and 2011 she presented *The Oprah Winfrey Show*. She was elected to the American Academy of Arts and Sciences in 2021.

Rihanna (born 1988) is a Barbadian singer, actress, fashion designer and businesswoman. She has sold over 250 million records worldwide and is the second best-selling female music artist of all time. In 2020, she donated more than $7,000,000 to Covid-19 relief in the USA and Barbados.

Greta Thunberg (born 2003) is a Swedish environmental activist. She began campaigning against climate change at the age of 15 when she organised a School Strike for Climate outside the Swedish Parliament. In 2018 she addressed the United Nations Climate Change Conference. She was *Time* magazine's Person of the Year in 2019.

Steve McQueen (born 1969) is a British filmmaker and artist. He is best known for his award-winning film *12 Years a Slave,* a historical drama based on the memoirs of Soloman Northup, a free black man who was enslaved in 1840s America. McQueen was the first black filmmaker to win the Academy Award for Best Picture.

Bill Gates (born 1955) is an American business magnate, software developer and philanthropist. He founded Microsoft in 1975 and oversaw its development into the biggest personal computer software company in the world. Since stepping down as CEO in 2008, Gates has concentrated on philanthropic work, supporting a wide range of public health projects around the world.

Vivianne Miedema (born 1996) is a Dutch professional footballer. A talented footballer from an early age, she played on a boys' team until the age of 14. She is seen as one of the greatest strikers in modern women's football. She won the BBC Women's Footballer of the Year award in 2021.

4 Open this question up for class discussion. Alternatively, you could set up an informal debate. Divide the class into two opposing teams, with one team arguing that it is useful to categorise people and the other arguing that it is detrimental. Give the teams five minutes to brainstorm ideas and then invite speakers from each team in turn to make short statements in support of their case. In whole-class feedback ask students to say how far they actually agree with the position they took in the debate and to express their own opinion if they disagree.

Listening Part 2 SB page 31

Read through the exam information with the class. Tell students that the sentences are in the order in which they hear the information in the recording. Explain that even though each answer must be a word or phrase that they hear, the rest of the sentence will be a paraphrase of what the speaker says.

Exam info

1 With books closed, put students into small groups and give them one minute to brainstorm all the personality adjectives they can think of, including ones from Unit 1. They then each choose three that best describe them. Go quickly round the class to elicit their answers. You could follow up by asking: *Is it possible for someone to completely change their personality or are personality traits fixed?* Elicit ideas.

2 Check that students understand the meaning of *catches your eye* (draws or attracts you). So that students are not influenced by the descriptions below, you can tell them to cover Exercise 3 while they are selecting their colour.

3 Pre-teach *impulsive* and *sincere* before students read their personality assessment and decide how accurate it is. Ask them to read the other assessments as well, to see if they fit better. Give them a few minutes to discuss in pairs, and then ask the class for their opinions on the accuracy of this colour test.

4 Emphasise that it is important for students to read through the sentences before they listen. In this exercise it is not expected that they will predict the exact words the speaker uses, but they will be prepared for the kind of answer they should listen for. Point out that in this practice task the number of words needed for each answer is shown, but in the exam these clues won't be included. It may be helpful to break the task into two parts. First, work with the whole class to identify the type of word that fits in each gap, (noun, verb, adjective, etc.). Then tell students to work individually and guess the words before comparing ideas in pairs.

5 Remind students that they will hear the recording again, so they should not panic or stop listening if they miss an answer the first time. Play the recording once only before students compare their answers in pairs. Don't check the answers at this stage.

Track 12

Examiner: You hear a radio programme in which a journalist called Kate Walsh is talking about doing a personality quiz based on colour preferences.

Kate Walsh: Hi, everyone! I'm Kate Walsh, here to tell you about an online personality quiz I did recently, in preparation for writing a magazine article. You're probably familiar with these personality quizzes – you answer questions, and they'll tell you what kind of person you are. This quiz focused on colour preferences, then analysed my likely personality and best career choices based on my answers. I must admit, I wasn't sure at the beginning. My first degree was in biology, which encourages you to look for concrete proof of theories, so that makes me very critical. However, I subsequently trained in psychology, and my familiarity with this field gave me a more positive attitude to the activity.

I've always considered myself a pretty positive kind of person and expected that, if the quiz was accurate, the analysis would tell me I was optimistic – my key characteristic. When that came back, I became a bit more confident about the quiz. Luckily, the results omitted my tendency to be stubborn, and included none of my other more negative characteristics!

However, I was rather taken aback by one of the terms the quiz generated. I'd certainly never consider myself a practical person. Whenever my bike breaks down, I always need to find a mechanic, which points to the fact I'm not a great problem-solver. Still, I was determined not to be put off by that.

The analysis also suggested that colours we don't like have just as much significance as the ones we prefer, as they tell us something about our weaknesses. I'd indicated that yellow was my least favourite colour but that's because it doesn't suit me. I'd never wear it. More vanity than anything else.

However, I then began to wonder what might be influencing our colour preferences. The colour red, for example, seems to be a universal symbol of considerable power, regardless of culture. But

in China its most popular association is luck, and here in the UK, like many Western countries, it's most often associated with danger or, in complete contrast, with expressions of love.

Anyway, according to the quiz's career suggestions, people who select red as a preferred colour, as I had, are apparently good in unsupervised roles where they can express their creativity – such as acting. I'd imagine the world of advertising would appeal to these people. Admittedly, that wouldn't necessarily suit me, and nor would a role in sales, which was the other job suggested in the quiz.

So how reliable an indicator of personality and career choice is colour preference? Although it may work to an extent, I've also found looking at people's general style of dress can be just as informative. And monitoring someone's body language can tell you more than anything about their character, in my view.

However, despite that, I still wasn't ready to completely abandon the quiz. In fact, having been convinced I'd be extremely sceptical by the end, I was actually intrigued – enough to do more research for my next article!

6 After the second listening, give students a few moments to read through the sentences to make sure they make sense logically and grammatically. You may choose to allow them to check together in pairs again before whole-class feedback. Elicit the answers and if there are disagreements or difficulties with some of them, play the recording again, pausing where relevant to focus on the word or phrase that is needed.

Answers
1 biology/science **2** optimistic **3** practical **4** weaknesses
5 luck **6** advertising **7** body language **8** intrigued

Vocabulary SB page 32

Multi-word verbs

1 Students complete the task in pairs, checking with a dictionary if necessary.

Answers
1 stops working
2 surprised
3 discouraged/dissuaded

2 Read out the first sentence and elicit the meaning of *catch on*. Remind students to use the context of the sentence to help them with the other verbs. Allow weaker students to work in pairs.

Answers
1 become popular
2 seems
3 become interested in
4 stated an idea or opinion ready for discussion
5 do something in a hurry
6 becomes available
7 got rid of

Fast finishers
Tell fast finishers to choose three of the multi-word verbs in Exercises 1 and 2 and use them to write questions for their classmates to answer, e.g., *Would you support the idea of* ***doing away with*** *exams? What have you* ***rushed into*** *that you later regretted?* Once the class have finished Exercise 2, ask fast finishers to write their questions on the board. Elicit error correction if necessary before inviting other students to answer the questions.

3 Students should complete the sentences on their own. In class feedback, check answers, ensuring that students have used the correct tenses. You can follow up this activity by asking them to write their own sentences using these multi-word verbs. This will provide them with extra practice of the vocabulary and will allow you to see where there are issues around the use of multi-word verbs and their nuance.

Answers
1 put forward **2** rush into **3** got into **4** come across as
5 come up **6** catch on **7** doing away with

Grammar SB page 32

no, none, not

▶ **Page 165 The COMPLETE grammar reference**

Lead in
With books closed, write *no (clap), none (stand up),* and *not (hands on head)* on the board. Tell students that you are going to read three statements which include either *no, none* or *not;* however, for each statement you have replaced the word *no, none* or *not* with the word *blank.* As they hear the word *blank,* they must do one of three things: clap if they think the correct word is *no,* stand up if it is *none* and put their hands on their head if it is *not.* Then read each of these statements twice:

Unlike me, (blank) *of my friends want to settle down yet.* (Answer: none)
I told you (blank) *to call me after 10 o'clock at night.* (Answer: not)
I've got (blank) *musical talent whatsoever.* (Answer: no)

1 Work through these sentences with the class. Draw attention to the position of *not* in sentence 1 (*not to hide*, not ~~*to not hide*~~). Make sure students recognise that we use *no* before a noun, whereas *none* is usually followed by *of* + noun.

Answers
1 not **2** no **3** none

2 Students work individually. After you have elicited the answers, remind them to make a note of errors that they commonly make themselves. If students are confused about these negatives, refer them to the COMPLETE grammar reference, page 165. You could set Exercise 1 on page 166 for students to do in class or for homework.

Answers
1 ~~not~~ no **2** ~~no~~ not **3** ~~no~~ any **4** correct
5 ~~nothing~~ anything (*or* I know nothing) **6** ~~none~~ no

Grammar SB page 33

The passive

▶ **Page 166 The COMPLETE grammar reference**

Lead in
Write the following sentences on the board:

1 *It has been argued that IQ tests do not adequately measure intelligence.*
2 *Some people have argued that IQ tests do not adequately measure intelligence.*

Ask: *Which sentence contains a passive verb?* (sentence 1) and invite a student to come to the board and underline the verb (*has been argued*). Then ask the class to consider how the other verb in sentence 1 could be changed to the passive. Elicit the answer and write it on the board (*intelligence is not adequately measured by IQ tests*).

1 Tell students to underline the verb in each sentence and then to say how the passive is formed. Remind them that the tense is shown by the form of the verb *be*. You could give them practice with this by calling out quick prompts to elicit changes of tense in the passive sentence, e.g., past (*was included*), future (*will be included*), has (*has been included*), couldn't (*couldn't be included*), etc.

Answers
Passive verbs are formed by using the appropriate tense of the verb *be* and adding the past participle of the main verb.

2 Students read the sentences and underline the passive verbs. Note that *was relieved* in sentence c is not a passive verb, as *relieved* is an adjective describing an emotion in this sentence – it could be replaced by another adjective, like *glad* or *happy*.

Answers
a 's (widely) believed
b have been found
c were omitted

3 Students work in groups of three. Where possible, make sure there is a stronger student in each group so they can support weaker students. It may be best to clarify the concept of 'the agent' at the outset by asking: *Do we know who believed this in sentence 1? Do we know who has found quizzes to be accurate? Do we know who or what omitted her character traits?* Once students have completed the activity and you have elicited the answers, you may wish to point out that while using passive forms can make their essay and report writing more formal and objective, they should be careful not to overuse them, as this could make their ideas difficult for the reader to follow.

Answers
1 c ('by the quiz analysis')
2 a, b: people / the general public
3 The identity of the agent is not important or may not be known. The writer wants to focus attention on the action rather than who did it.
4 in an essay, a scientific report, a job application

4 Allow weaker students to work in pairs or small groups. They can refer to the table on page 166 of the COMPLETE grammar reference to see how different tenses are formed in the passive.

Answers
1 This YouTube clip has been watched by over a million people.
2 The film was made over twenty years ago.
3 At the time nothing like it had been seen.
4 Apparently, a new version of the film is being made at the moment.
5 It is going to be released next year.

5 It may be helpful to brainstorm a short list of subjects if students are struggling for ideas. Subjects could be loosely based on topics from this unit or the previous ones (U1 friendship, U2 language learning), which will give students opportunities to recycle target language. Invite pairs to read out their sentences and encourage other students to comment or ask questions.

6 With books closed, invite students to share what they know about Albert Einstein. Read the rubric with the class and draw attention to the first line of the text and the example to make sure they understand the task. Tell students to work individually. Monitor and support weaker students and allow them to refer to page 166 of the COMPLETE grammar reference for help with tenses. After five minutes, stop the students and put them into pairs to compare their answers and complete the rewritten text together. When they have finished, call on different students to read out one or two sentences each and encourage peer correction if there are any mistakes. For additional practice with the passive, students could complete Exercise 1 on page 167 of the COMPLETE grammar reference for homework.

Answers
A new study on Albert Einstein (1) has been completed and (2) will be published next month in a journal on neurology. The study suggests that Einstein's extraordinary genius (3) may have been influenced by a uniquely shaped brain. When anthropologist Dean Falk and her team made a comparison with 85 'normal' human brains, (4) it was found that Einstein's brain possessed some remarkable features ...

The researchers were using 14 photos of the genius's brain which (5) had only recently been rediscovered. With permission from his family, Einstein's brain (6) was removed and photographed (by scientists) after his death in 1955. The photographs (7) are held by the National Museum of Health and Medicine but (8) (they) had never been fully investigated before.

Reading and Use of English Part 5 SB page 33

Ask students to read the exam information. With books closed, write the following gapped statements on the board about Reading and Use of English Part 5:

The text is between ..... and ..... words long. There are ..... multiple-choice questions to answer, with ..... options in each. Your ability to understand the main ..... and purpose of the text and the writer's ..... or attitude are some of the things that are tested.

Elicit the correct answers (650, 750, six, three, ideas, opinions).

Exam info

1 Set a time limit of no more than two minutes for this first reading. Students work individually before comparing their answers in pairs.

Background information
Synaesthesia is a neurological condition whereby information that usually stimulates one of the human senses, like taste, stimulates an unrelated sense at the same time. For example, a person may eat something and sense the taste of the food as colours or patterns of colours.

2 As this is the first time students have done a Part 5 task, give them plenty of time to read the questions and options and to underline key words. Work through question 1 with the class. Explain that the questions are in the order in which the information appears in the text, so they should focus on the first paragraph for this question. When you elicit the correct answer (C), ask students to give evidence from the text (the colour perception produced by synaesthesia was so normal for the writer that 'for most of my life, I didn't think it was even worth making a point of mentioning it … I just thought everyone processed information in that way'). Then ask why options B and D are incorrect. (B: 'it's not that I thought everyone else saw Thursdays as blue' – it is the process of perceiving things that she thought was identical, not the perceptions themselves. D: She describes seeing words as having textures and colours, but doesn't attach any particular value to this.) Tell students to continue with questions 2–6 on their own before comparing their answers in pairs.

Answers
1 C **2** A **3** D **4** C **5** A **6** B

Extension activity
Students underline five phrases in the text that they would like to learn and use. Put students into pairs to compare their phrases and create personalised sentences that are true for them, e.g., a student may have underlined 'I didn't consider it unusual' in line 5. They could personalise the phrase by saying, *Throughout much of my childhood, I **didn't consider it unusual** to be surrounded by wildlife; however, as I grew older, I realised that not everyone was fortunate enough to live in the countryside.*

3 Give students time to consider their responses and make notes if they wish. In whole-class feedback, remind students to justify their ideas with reasons and examples.

Vocabulary SB page 35

Verb collocations

1 Students work individually before comparing their answers in pairs. Alternatively, allow weaker students to pair with a stronger student. As you check the answers, elicit or supply example sentences to show what the expressions mean.

Answers
make a point of, make ends meet
take things as they come, take your time
catch your eye, catch up with

2 Ask students to work individually. During feedback, point out that *run into* is often used to mean 'to meet someone unexpectedly', e.g., *I ran into Harry when I was coming out of the supermarket.* You could also explain that *catch someone's eye* can mean 'to attract someone's attention', e.g., *I caught the server's eye and requested the bill.*

Answers
1 caught my eye
2 make a point of
3 take our time
4 make ends meet
5 catch up with
6 ran into
7 takes things as they come

Fast finishers
Ask students to choose two of the verb collocations and write sentences which are true for them, e.g., *While I was at the market on Saturday, a stall selling gorgeous woollen jumpers really* ***caught my eye****. I* ***make a point of*** *watching films in English so I can immerse myself in the language.* When the class has completed Exercise 2 and you have elicited the answers, invite the fast finishers to share their sentences with the class, encouraging other students to ask follow-up questions where appropriate, e.g., *So, did you buy one of the jumpers?*

Reading and Use of English Part 2 SB page 36

Lead in
With books closed, ask: *Why do people listen to music?* Give students a minute to consider their ideas before discussing briefly as a class.

With books closed, write the following headings on the board: *articles, auxiliary verbs, modal verbs, pronouns, conjunctions, possessive adjectives, prepositions.* Put students into small groups and tell them to think of two example words for each heading. After one or two minutes, invite group representatives to come to the board and write their examples. Then read through the exam information with the class.

Exam info

1 This exercise has three distinct parts, so it is a good idea to separate them. Read the rubric and question 1. Tell students to ignore the gaps for now and set a time limit of one minute before they compare their answers. When eliciting the examples, encourage students to express them in their own words as this will help them develop their paraphrasing skills. For question 2, put students into new pairs and set a time limit of two minutes. Remind them to justify their responses with reasons and examples. For question 3, pair weaker students with stronger ones if possible. Alternatively, monitor and support weaker pairs by asking targeted questions, e.g., *For the first gap do we need an adjective or a determiner?* (a determiner).

Answers
1 background music, influences our reactions to films/ advertisements, help you feel calmer, enhance ability in areas such as maths, bring back long-forgotten memories, recover verbal skills
2 Students' own answers
3 1 little (determiner) 2 other (adjective)
3 Even (adverb) 4 far (adverb) 5 what (pronoun)
6 of (preposition) 7 In (preposition) 8 whom (pronoun)

2 Remind students to read the example as this will help them understand what they need to do. As this is an exam task, tell students to work individually and set a time limit of 12 minutes. Put students into small groups to compare their answers, explaining their choices if they disagree. Monitor and write down any common mistakes the students are making so you can provide additional teaching or support where necessary.

Answers
1 set **2** not **3** from **4** despite **5** to
6 being **7** in **8** than

3 Allow students time to consider their ideas and make notes if they wish before putting them into pairs to discuss. Alternatively, divide the class into groups of four and then into pairs (A and B). Tell the A students to brainstorm the positive and negative aspects of spending time in nature and the B students the positive and negative aspects of forest bathing. Then tell the pairs to take turns sharing their ideas before discussing the questions as a group.

Speaking Part 3 SB page 37

▶ **Page 211 Speaking bank**

Read through the exam information with the class and ask students to glance at Exercise 4 to see how the question and the prompts are presented. Tell them that it isn't essential to discuss all of the prompts in the time allowed, but they should cover most of them. They can discuss the prompts in any order they choose. In the second part of the task, the examiner's question will ask students to make a choice in favour of one of the options they have discussed. There is no right or wrong answer, but students should justify their point of view and negotiate to try to reach agreement. If they can't resolve their differences, they can 'agree to disagree'.

Exam info

1 Before students start on this activity, elicit examples of words or phrases that collocate with *stress* and write them on the board, e.g., *a stress-related illness*, *to cope/deal with stress*, *the stresses and strains (of a situation)*, *under (extreme) stress*, *stressed out*. Students can then refer to the board and practise using some of the phrases in their discussion for part 3 of the exercise.

2 Play the recording and allow students to make notes as they listen.

Track 13

Laura: I have to admit it's only recently that I started getting stressed about things – I think it coincides with when I started my new job.

Anna: Really? So what makes you feel stressed?

Laura: Oh, all kinds of things. Obviously having too much to do, you know, not having enough time to do everything they want me to do. Then I start thinking: my manager's got it in for me, or that she doesn't like me and is making my life difficult deliberately. Do you know what I mean?

Anna: Yes, I know exactly what you mean. You start by blaming someone else and then you decide it's your fault, that you're inadequate. That's when the stress starts.

Laura: Exactly! Then because you're working so hard and thinking about work even when you're not there, it starts to affect other parts of your life. I lost my temper with my boyfriend last week – for no real reason – just because I'd had a hard day at work. I apologised afterwards, of course, but I could tell he was quite upset. That's one of the worst effects of stress, isn't it?

Anna: Yes, it is. Other people are affected if you're stressed, often people you care about. But you know, you're lucky – at least you have a job. I've been really stressed recently because I can't find a job. And I'm running out of money.

Laura: What will you do?

Anna: I don't know. I could borrow some from my parents, but I'd prefer not to. And if I tell them I'm short of money, they'll start to worry and I don't want them worrying because of me. That'll make everything worse and I'll get even more stressed. It's a vicious circle. So, what do you do if you're feeling stressed?

Laura: Well, I thought about going to the doctor and asking for some pills, but then I thought: There must be better ways of dealing with it than drugs. So if I'm feeling particularly stressed after a day at work, I do one of two things: either I phone a friend and suggest we go out for the evening, or I go to the gym. What about you?

Anna: I find talking about my problems is quite helpful. You often find there are lots of people in the same situation or even a worse situation than you – that helps me get things into perspective. And I always try to find reasons to be optimistic. For example, I've got two interviews next week and I'm determined to get one of the jobs. That'll make things easier for me. And I spend time with friends and I try relaxation techniques. Have you tried that?

Laura: No, but perhaps I will.

3 Tell students they should fill in each gap with no more than three words. Encourage them to guess the missing word(s) before listening to the recording. After checking the answers, point out that one of the criteria they are scored on is 'interactive communication' so, in addition to asking their partner questions, it is important that they respond to what their partner has said.

Suggested answers
1 mean
2 isn't it
3 do you do
4 about
5 tried

4 Invite a stronger student to read the examiner's instruction and the question at the centre of the diagram. Emphasise that the question is about 'preventing or coping with stress' – when speaking, students must try to stick to this topic, not stray off into other areas. Allow students a minute to look at the options and prepare some ideas (in the exam they will have only 15 seconds to do this). Alternatively, with a weaker class, you could choose one of the five actions and elicit several advantages and disadvantages, prompting students to give reasons and examples.

5 Put students into pairs and set a time limit of two minutes. Monitor and write down examples of correct language use and errors that you hear. Praise students for the correct examples; however, don't elicit corrections until after students have completed Exercise 6.

6 Remind students they will not be penalised if they don't reach an agreement; however, they must attempt to reach one. You may wish to give them a few helpful phrases before they start, e.g., *All things considered …*, *You're probably right that …*, *I think we're in agreement that …*, *I guess we'll have to agree to disagree*. Set a time limit of one minute. Monitor the students' discussions and note down any good examples you hear used. Highlight these in class feedback.

Writing Part 1: An essay SB page 38

▶ **Page 193 Writing bank**

Lead in

Ask: *How do you unwind after school/work?* Put students into pairs to discuss briefly before eliciting examples from the class. Use this discussion to introduce the term *work/life balance* (the amount of time studying/working versus the amount of time spent doing things you enjoy). Then set up an informal debate on this topic: *Some people argue that the school day should be shortened. Do you agree?,* with one half of the class arguing *Yes* and the other half arguing *No*.

Read through the exam advice with the students and focus on the second bullet point. Explain that students will need to use their own ideas to explore the two topic areas they choose, and these ideas need to be developed in some depth. Students are expected to demonstrate command of a range of structures and vocabulary which are needed to communicate complex ideas appropriate for the task.

Exam info

1 As an alternative, tell students to note down three ideas for each question before the discussion starts and to add to them as they listen to other members of their group.

2 Students read the exam task first and underline key points. Then tell them to read the questions. Before they discuss in pairs, point out that the first three questions relate to the three factors listed in the exam task, and the fourth question refers to the 'opinions expressed in the debate' that are listed below.

3 Tell students to work individually and encourage them to underline the relevant parts of the essay as they answer the questions.

Suggested answers
1 a Yes, but not explicitly enough. The writer provides examples of how teachers and parents can help students and how time management could help a student organise their time, but doesn't relate these points directly to the factors in the task (understanding good study habits, having a support network). **b** Yes **c** Yes
2 Generally yes. The style used is quite formal.
3 Yes. It's 259 words long, which is one word under the maximum required for the exam.

4 Give students time to look back at the sample essay and note down their ideas before putting them into pairs or small groups to discuss the questions. In whole-class feedback, highlight that this paragraph-by-paragraph approach can be very helpful for planning their essay by establishing how the task requirements will be covered in a logical sequence.

Suggested answers
1 Para 2: One of the factors important for obtaining a good balance between studying and leisure
Para 3: The second factor that is important
Para 4: Conclusion: the writer's opinion about which factor is more important
2 Paragraph 1 shows the writer's general grasp of the topic. Paragraphs 2 and 3 discuss two of the methods listed in the task. Paragraph 2 takes up how others can help support students and paragraph 3 looks at how an ability to organise time well is an important factor. Paragraph 4 offers a conclusion and reveals which factor the author feels is most important and why.
3 Opinions are expressed in all four paragraphs.

5 Put students into pairs to discuss the essay task. If your class features a mixture of people from different schools or countries, it could be helpful to pair students with different educational backgrounds to encourage discussion of a wider range of options and opinions. Encourage students to make notes as these could be useful for completing Exercise 7.

6 Give students time to read the paragraph openings before putting them into pairs to discuss the question. If they think any sentences are unsuitable, they should say why, and then cross them off the list. For the second part of the question, make it clear that there is more than one possible opening for each paragraph. Tell them to keep referring back to the structure in Exercise 4 to make sure they are following a logical sequence of paragraphs. During whole-class feedback, you could elicit suggestions for how some of the paragraph openings could continue.

Answers
Para 1: 5 and 9
Para 2: 1 and 4
Para 3: 6 and 10
Para 4: 2 and 8
3 and 7 are not appropriate, as they are too informal and personal.

7 Tell students to use the structure established in Exercises 4 and 6 as the basis of their plan, adding notes on the specific content that they will cover in each paragraph. Once students have completed their plans, set a time limit of 35 minutes for them to write their essays. Make sure they use A4 paper and start at the top of a fresh page. This will help them to become aware of what the correct number of words looks like in their handwriting. Encourage students to leave enough time (approximately five minutes) to check their work at the end.

Extension activity
Refer students to Exercise 3 (page 38) and tell them to use the questions as a checklist for themselves by changing *Has the writer …?* to *Have I …?*

Vocabulary

Intelligence types

interpersonal
kinaesthetic
linguistic
logical
mathematical
musical
naturalistic
pedagogical
spatial

Personality adjectives

active
caring
cheerful
creative
energetic
impulsive
intuitive
reliable
sensitive
sincere
trustworthy

Multi-word verbs

break down
catch on
come across as
come up
do away with something
get into something
put something forward
put someone off
rush into something
take someone aback

Verb collocations

catch up with
catch your eye
make a point of
make ends meet
make up with
run into problems
take your time
take things as they come

Vocabulary activity 1

In groups, students create a poster or infographic which highlights what colours reveal about personality, either using the four colours in Exercise 2 on page 31 (red, blue, yellow and green) or using four other colours of their choice. They could use ideas from Exercise 2 or you could encourage them to be creative, thinking up their own colour assessments.

Vocabulary activity 2

This is a role-play activity based on the essay task topic on page 39. Tell the students that they are going to work in groups of at least four and they are going to role-play a meeting at a school to discuss what can be done to help make the exam period less stressful for pupils.

Put students into their groups. One student is the school principal. They are going to welcome the others, chair the meeting, keep order and call for a vote if appropriate. The other members of the group should include a student at the school, a teacher and a parent. In the role play, each participant should describe the problem from their point of view. The principal should ask for solutions and the group should try to agree on three measures that will improve things. Students should try to use personality adjectives, multi-word verbs (e.g., *put forward*) and verb collocations (e.g., *run into problems*), plus grammar from the unit (the passive; *no*, *none*, *not*).

DIGITAL CLASSROOM

Practice Extra Unit 3

Test Generator Unit 3 test

Test and Train Exam Practice

4 Career paths

Unit objectives

Topic: work and careers

Reading and Use of English Part 1: identifying clues to help complete the task

Reading and Use of English Part 8: using the questions and text to identify incorrect answers

Listening Part 3: identifying points within a discussion

Speaking Part 4: using appropriate vocabulary; structuring responses

Writing Part 2: an email: appropriate language and formal structures

Grammar: expressing possibility, probability and certainty

Vocabulary: dependent prepositions; adjective-noun collocations (1)

Starting off SB page 40

Lead in
With books closed, write on the board: *What jobs are the most and least desirable in your country? Why?* Elicit ideas from the class, making sure they justify their responses.

1 Ask students to read the example and identify the photo that it refers to. Ask: *Do you agree with this description?* and invite other responses. Then put students into pairs to discuss the other five photos before whole-class feedback.

2 Students should make their choices individually before they discuss in pairs. Then read out the list and tell students to raise their hands for each of the aspects they chose. Elicit some of the reasons for the choices they made.

Reading and Use of English Part 1 SB page 41

Read the exam information with the class. Point out that the options A–D will all have the same grammatical form (nouns, verbs, etc.) and will have related meanings, but only one will be correct in the given context. Students should try out all the words before making their decision, and if they aren't sure which to choose, they should eliminate those that seem the least likely and then make a guess.

Exam info

1 Give students time to consider their ideas and make notes if they wish. For question 4, make sure they understand the meaning of *shift* and use the situation described to introduce the term *zero-hours contract*.

2 Work through question 1 with the class, referring to the clue to elicit the correct answer (D) and to help explain why the other options are incorrect (*policy* and *declaration* don't carry the meaning of 'promise', and *commitment* is followed by *to*, not *of*). Allow weaker students to work in pairs to complete the task. Stronger students should work individually. Tell them to choose between the options without referring to the clues, and then to use the clues to check their answers.

Answers
1 D **2** B **3** A **4** B **5** D **6** C **7** A **8** A

3 Discuss the questions with the class. You could ask if any students have worked on a zero-hours contract. If some have, invite them to share their experiences.

Reading and Use of English Part 8 SB page 42

Lead in
With books closed, write on the board: *Young people don't have the same work ethic as their older colleagues.* Elicit or explain the meaning of *work ethic* (a belief that it is important to work hard) before holding a brief class debate on this proposition.

1 Put students into pairs and ask them to brainstorm a list of challenges young people face when looking for a job, e.g., lack of experience. Elicit ideas from the class before putting students into groups to discuss the questions. Encourage them to give examples from their own experience where possible.

Remind students of what the Part 8 task involves. Ask: *How is the text you read different from a Part 5 text?* (It's divided into sections or separate short texts.) *How many questions are there?* (ten) *Do you have to give answers to all of the questions?* (yes) Then tell students to read the exam advice. Emphasise that they should read one section of the text at a time and then look for two or three answers for that section in the list. Trying to proceed question by question would mean wasting a great deal of time repeatedly re-reading the text sections.

Exam advice

2 Students identify the topic of the text. Elicit the meaning of *bring something to the table* (provide a useful skill, benefit or offer).

3 Before they read section A, give students time to underline the key information in each question. Then they read the section and work in pairs to eliminate any questions which obviously do not fit. Don't spend a lot of time on this – they are not expected to arrive at all the answers in the key below. Elicit some answers from the class but don't try to cover every question.

Suggested answers
Question 3: Section A does not address the issue of measuring whether something or someone is suitable for a particular task or use.
Question 5: Although Section A singles out two groups of people, one is referred to in negative terms, while the other is praised, but not for their work ethic.
Question 6: Section A does not provide any 'detail' about 'a contemporary interpretation of a traditional process'.
Question 7: There is no obvious prediction of 'the end of a form of communication'.
Question 8: Section A says that young job seekers are not attracted to companies that have outdated practices. There is no mention of any 'conflicted feelings'.
Question 10: There is a suggestion in section A that 'younger staff could be supported by their superiors' more effectively, but it does not 'specify ways' in which this could happen.

4 Start by asking the class to identify the words in this part of section A that could seem to fit with question 1 ('managers … antiquated, dying industry practice' – 'management strategy … increasingly redundant'). Give students time to consider the question individually before pairing them.

Answer
Although section A criticises managers for sticking to 'antiquated, dying industry practice', the writer is talking about their general way of thinking ('mindset'), not a 'strategy' that they use.

5 Students should recognise that although the question is a less detailed summary that uses quite different words, the information corresponds with what is said in section A ('recommend an evaluation' – 'a true understanding … is vital'; 'long-term developments' – 'shifts … over the past decade'). You may like to ask them to identify another correct question for section A before they go on to Exercise 6.

Answer
The question is a direct paraphrase of the text:
'recommend an evaluation of long-term developments' – 'For any business to prosper, […] a true understanding of the cultural shifts that have taken place in the workplace over the past decade is vital.'

6 This is an exam task so set a time limit of 12 minutes and tell students to work individually. In class feedback, identify any questions where common errors occurred. As a class, establish what elements of the text led students to make the wrong choice. Use this information to identify language points you may wish to focus on in future classes.

Answers
1 B **2** A **3** D **4** C **5** B **6** D **7** C **8** D **9** A **10** B

Extension activity
The text includes quite a lot of advanced vocabulary. Once students have completed the task, write the following sentences on the board:

1 For any business to .....,both now and into the future, a true understanding of the cultural ..... that have ..... in the workplace over the last few decades is vital.

2 While we wouldn't necessarily ..... of the bean-bag chairs, foosball tables and pizza Fridays that ..... kept people happy for so long, they hold far less ..... for young employees these days.

3 Why go out of your way to dispute the ..... in business around the world that advanced digital ..... is increasingly ..... and brings only ..... to a company?

Ask students to close their books, write these sentences in their notebooks and consider how they could complete them. When they have finished, ask them to compare their answers with the words used in the text. (1 prosper, shifts, taken place; 2 steer clear, seemingly, appeal; 3 consensus, know-how, imperative, benefits). Students then work with a partner to investigate the meaning of these words.

Vocabulary SB page 43

Dependent prepositions

▶ **Page 188 The COMPLETE grammar reference**

Lead in
With books closed, write on the board a list of five verbs that can be followed by a preposition. The verbs should come from the list provided in the COMPLETE grammar reference, page 188, e.g., *accuse somebody* (*of*), *comment* (*on*), *cope* (*with*). Put students into pairs and tell them to decide which preposition follows each verb. After a minute, refer them to page 188 to check their answers. Students can then use the phrases to write sentences which are true for them, e.g.,
*I remember being **accused of** cheating in exam once. It really upset me as it wasn't true.*

1 Students work individually before comparing their answers in pairs. They can check their answers using a dictionary before you elicit them. Use question 1 to remind students that when a verb follows a preposition it is always in the *-ing* form. You may want to draw their attention to synonyms that take the same preposition, e.g., 1 *prevents them from – stops/deters/discourages them from*; 2 *conscious of – aware of*; 3 *reliance on – dependence on*; 4 *focus on – concentrate on*.

Answers
1 from **2** of **3** on **4** on **5** in **6** with **7** for

2 Ask students to identify all the prepositions in the sentences and elicit corrections for the ones that are wrong. When they are discussing the questions in pairs, make sure they give reasons and examples to support their ideas.

Answers
1 focuses ~~of~~ **on** candidates
2 prevents candidates ~~for~~ **from** applying
3 invest money ~~on~~ **in** office perks

Extension activity
This is a short writing activity based on the opening of the article on page 42. Students write a paragraph in response to the question: *How are young people valued – or not – in today's workplace?* They should include at least three dependent prepositions from either Exercise 1 or the list on page 188. At the end of Exercise 2, invite students to read their paragraphs, praising them for effective use of the target language and inviting peer correction for any errors.

Vocabulary SB page 44

Adjective–noun collocations (1)

1 Elicit the correct adjectives. On extract 2, make it clear that *long hours* is the correct phrase because it is in the context of the workplace. It means 'an unusually long period that someone has to work as a condition of the job', and it is often use with the verb *work* (e.g., *The kitchen staff in this restaurant have to work long hours*). Point out that it is quite possible to use *many hours* to mean simply 'a long time' (e.g., *I've spent many hours trying to repair my laptop*).

Answers
1 major **2** long

2 Students work individually and then compare their answers in pairs. If they are struggling, tell them to read the sentences out loud with each of the three options, as the incorrect one may be easier to identify orally. After you have elicited the correct answers, give students time to write the collocations in their notebooks.

Answers
1 wide **2** extreme **3** big **4** large **5** big **6** severe
7 wide **8** strong **9** high **10** strong

Listening Part 3 SB page 44

After students read the exam information, ask the following questions about Listening Part 3:
How many speakers will you hear? (two or more)
How long is the listening? (about four minutes)
How many questions will you need to answer? (six)
How many options are there for each question? (four)

Exam info

1 Read the rubric with the students and put them into pairs to answer the questions. After you have elicited ideas in whole-class feedback, ask: *How important is democracy in the workplace?* Invite students who have experience of working for an organisation to describe how decisions are taken and what sort of relationship/communication there is between managers and staff.

Answers
An 'open salary policy' is put in place when a company or organisation decides to make public the salaries of all employees within the organisation, from top to bottom.
Suggested answers: Share responsibilities more often, put less emphasis on traditional management structures, promote diversity and equality within the workplace, encourage everyone to become involved in company decisions.

2 Give students a few moments to read the questions before you play the recording. Tell them they can make notes as they listen if they wish.

Answers
1 a *Other companies:* In the vast majority of cases, it is rare to discuss your salary with your colleagues.
b *Staff interaction:* As above, staff rarely discuss matters of their salary with their colleagues.
c *Consistency in her and Ahmad's company:* Their determination to ensure there were no areas of their business where information remained secret was one of their central, or 'core' values.
d *Industry research:* Studies suggest that an open salary policy is beneficial because it usually leads employees to recognise that they are paid fairly.
2 d, industry research

3 Tell students that in the exam they will have 70 seconds to read through the questions and all the options before they listen to the dialogue. Explain that it is a good idea to use this time to focus particularly on the questions and underline the words that tell them what information they need to listen for. However, as this is the first time students will have encountered a Listening Part 3 task, give them two minutes of reading time. Remind them that the correct answers will use language that paraphrases the speakers' ideas and opinions. Play the recording of the whole interview twice. After students have completed the task, put them into groups to compare and discuss their answers. In whole-class feedback, focus on any questions that caused particular difficulties and play the recording again, pausing where relevant to help students recognise why one option is right and the others are wrong.

Answers
1 B **2** A **3** C **4** B **5** A **6** C

Tracks 14 & 15

Interviewer: I'm with Patricia Freeman and Ahmad Faizan, two business leaders at Oyay game design, to talk about their 'open salary' policy – the unconventional step of publishing the incomes of everyone in their company. Patricia, why did you decide to implement this?

Patricia: Well, it's usually the case in most companies that even discussing what you earn with your co-workers is a taboo subject. But here at Oyay, since transparency has always been one of our central core values, we were determined to apply it throughout the business, including this one area where there tends to be such secrecy. We thought that employees would be more likely to think their salary was fair if we published exactly what we'd paid all of our staff. Our instinct told us to go ahead with it, but we've found loads of studies that have supported what we've done.

Interviewer: And can you tell us more about these 'salary charts' that you publish?

Patricia: Well, they provide information about salaries on a number of levels, so not just about how much other people earn, but why they were given that salary – their knowledge and experience, both in their current position and potentially in other areas of our business. The availability of this information has been absolutely instrumental in allowing staff to value what their co-workers bring to the table, the sheer range of skills and expertise they have. OK, your working life is laid open for everyone to see, but hopefully it's clear how this information ultimately benefits everyone who works here.

Interviewer: Ahmad, how satisfied were you with the impact of this initiative on the business?

Ahmad: Hugely, but it wasn't just that alone. After the open-salary policy, we wanted to make ourselves even more democratic. First, we decided that any profit the company had made by the end of the year should be shared equally among all staff members. This went down pretty well with the staff, as you can imagine, but it was obvious that we could all go further. We started involving everyone in all strategic and financial decisions, including voting on which colleagues should get a salary increase, and by how much. Because of this, I'm proud to say we've managed to deal with a number of issues around fairness, such as the gender pay gap.

Interviewer: Patricia, I understand you refused a pay increase recently, didn't you? Why was that?

Patricia: Well, two years ago, I won an award for my work on a particularly successful game, and accepted a pay increase then without hesitation. But last September, when my colleagues all approved a 7% raise for me, I turned it down outright. We had a lot of new faces in the office, and I suspected they might easily have thought they had to vote it through simply because I'm on the management team, which is entirely against our values, obviously. Essentially, though, there were several colleagues who'd performed far better than I had during that period who I thought were more entitled to a raise than me.

Interviewer: Given this progressive working culture, how do you ensure new staff are right for Oyay?

Ahmad: Well, any candidate could well come in with a first-class degree, but for us, attitude is everything. For example, it's highly unlikely we'd ever employ someone who wasn't happy to join in with day-to-day discussions about how the business is run. For example, it's vital to value your own input, talents and opinions, so all newcomers suggest a starting salary they think they're worth, and discuss this with existing employees with a similar level of experience, who may or may not agree to that figure. That's a big shift away from the conventional recruitment process, but we want people who can adapt to these sorts of challenging situations.

Interviewer: Overall, you must be delighted with the way things have gone?

Ahmad: On the whole, yes. I mean, we have lost out on potentially valuable clients because they've not been comfortable with the way we operate. Like, recently, I encouraged a 19-year-old intern to call the CEO of a prospective client to talk him through some ideas she'd had. He really wasn't impressed with that, and it ultimately cost us the contract. But success in business involves making mistakes, carefully reviewing your actions, and doing it differently next time.

Patricia: I completely understand where Ahmad is coming from – you probably could argue that we've gone too far with our commitment to workplace democracy sometimes. In situations like that, though, I think you just have to conclude that the client isn't a good fit for us as a company and move on without dwelling on it.

4 As an alternative to pair discussion, put students into groups of three. Tell them they are having a follow-up interview after hearing the interview in Exercise 3. Tell student A to take the role of the interviewer and students B and C the roles of audience members. Student A should ask student B the first question in Exercise 4. After B has responded, A asks student C the second question. For example:

Student A: *I'm here today with [name] and [name] who have just listened to my interview with Patricia and Ahmad from the Oyay company. [Name], which personal qualities …?*

Student B: *Well, when we consider their open salary policy, which is somewhat controversial in my opinion, someone working at Oyay would certainly need to be …*

Grammar SB page 45

Expressing possibility, probability and certainty

▶ **Page 167 The COMPLETE grammar reference**

1 Students work individually to compare the sentences. Draw attention to other expressions for expressing degrees of possibility in the *Other words and phrases* sections of the COMPLETE grammar reference on pages 167 and 168 (e.g., *It's just possible that …*, *There's some chance that …*, *It's quite likely that …*).

Answers
1 a **2** b **3** a

2 Monitor and support weaker students. During whole-class feedback, invite students to peer-correct grammatical errors before you offer corrections yourself.

3 Point out that these are real mistakes made by exam candidates. Tell students to work individually. After they have completed the activity and you have elicited the answers, remind students to take particular note of any questions they answered incorrectly. They should add these to their list of *Common errors I make* in their notebooks and refer to them when they are revising for the exam.

Answers
1 ~~probably~~ likely
2 ~~you bound~~ you are bound
3 ~~most~~ more
4 ~~posible~~ possible
5 ~~one of the possibly best~~ possibly one of the best
6 ~~the worst trip I probably have~~ probably the worst trip I have
7 ~~That may be the possible reason~~ That may possibly be the reason

4 Allow weaker students to work in pairs and tell them to look at the examples in the COMPLETE grammar reference, pages 167 and 168 if they are having difficulties. Stronger students should work individually and then use the grammar reference to check their answers. For further practice with transformations using this grammar, they could do Exercise 2 on page 168, either in class or for homework.

Answers
1 was bound to be
2 likelihood of Boris winning / that Boris will win
3 may/could/might well have seen
4 must have forgotten to
5 is (quite/very) likely to lose
6 there any chance of (you) helping / you could help

Speaking Part 4 SB page 46

▶ **Page 213 Speaking bank**

With books closed, ask students to recall what they had to do for the Speaking Part 3 task in Unit 3. Then ask them to read the exam information for Part 4 and to close their books again. Write the following statements about Part 4 on the board and ask students to decide if they are true or false. If false, they should say why.

1 *In Speaking Part 4, the examiner will ask questions about a topic unrelated to Part 3.* (False: they will be on general topics related to Part 3.)
2 *The examiner may ask both candidates the same question.* (True)
3 *The examiner will not expect you to react to the ideas or opinions expressed by the other candidate.* (False: you may be asked to react to the other candidate's ideas or opinions.)
4 *As long as you express your opinion clearly, you do not need to justify it by giving reasons and examples.* (False: you must justify it.)

Elicit the correct answers from the class.

Exam info

1 Give students time to read the examiner's instruction and the question at the centre of the diagram. Choose one of the prompts with the class and elicit a few ideas. To encourage students to recycle target language, refer them to the Speaking Part 3 phrases from Unit 3 (Exercise 3, page 37) and remind them that they should ask their partner for their opinion as well as giving their own. Set a time of two minutes for pairs to discuss the prompts in relation to the question. Then go straight on to Exercise 2.

2 Remind students that while they will not be penalised if they do not reach agreement, they must attempt to reach one. Stop this discussion after one minute. In whole-class feedback, ask pairs: *Did you reach agreement? If not, why not? If so, did you use the full minute to negotiate this agreement?* If appropriate, you could invite one or two stronger pairs to do the task again in front of the class.

3 Students consider the examiner's questions in pairs. Make it clear that they are not being asked to answer the questions here, but to think about what sort of answer is required.

Answers
a 1, 3, 4
b 2, 5, 6

4 Once pairs have completed the activity, tell them to compare ideas with another pair before bringing the class back together for feedback. Point out that there are no 'correct' or 'incorrect' answers to these questions: the examiner will be assessing candidates on how well they express and support opinions that are directly relevant to the questions, not on the opinions themselves.

5 Students work individually before comparing their ideas with a partner. During whole-class feedback, encourage students to use the phrases in example sentences related to specific questions. Before moving on, you may wish to point out that *recruit* and *commute* can be either nouns or verbs: *The new recruits attended a workshop. / I was recruited a week after I attended the interview. Due to the roadworks, it's a terrible commute. / I used to commute to the city, but I work from home now.*

Suggested answers
1 a reasonable/heavy/light workload, a work environment, motivate/motivation, recruit, a workplace
2 achieve a good work–life balance, commute, a feeling of isolation, a work environment, a workplace
3 feel valued
4 feel valued, motivate/motivation
5 a job vacancy, recruit, take somebody on, a trainee
6 give praise, a good communicator, motivate/motivation

6 Play the recording twice. As they listen the first time, students should answer the first question. As they listen the second time, they should note down the ideas and opinions expressed. They can then use their notes when they are discussing the second question.

Answers
1 commute, workplace, motivation, feel valued, a good communicator, a reasonable workload, give praise

Track 16

Examiner: Daniel, it's now more common than ever to work from home. What do you think are the advantages and disadvantages of working from home?

Daniel: Well, yes, that's certainly the case these days, isn't it? I think I'd say that for most people there are a number of positive features. The most important one, perhaps, is that you don't waste time commuting, which can be quite stressful, especially if your train is late or you can't find a parking space. Also, you don't have to follow a strict dress code if your company has one – you can jump into something vaguely smart if ever you need to be on a video call with your colleagues. That, for me, would be a definite plus. On the downside, I know a lot of people feel concerned that they can't, kind of, disconnect from their jobs. It's so much more difficult to do when your office is at home, you're always checking your messages and emails. Although I suppose that's a problem people have even when they're in the office. If they have their phones with them – which everyone does, of course – they can still be contacted when they're at lunch or leaving for home or wherever.

Examiner: Laura, do you agree with Daniel?

Laura: Yes, although for people with small children, the biggest advantage is that they can combine working life with family life. I mean they don't have to give up work when they start a family.

Examiner: Laura, which do you think is more important in a job: friendly colleagues or a good salary?

Laura: Oh, I think both are essential. Unless there's a good atmosphere in the workplace, people soon lose motivation or lose interest and this affects the quality of their work. Also, employees need to feel valued and in the end this comes down to how much they are paid. If they're not well paid for the job they do, they'll feel that their work is not respected.

Examiner: And Daniel. What do you think?

Daniel: Well, I'm not sure, because I think for me the most important thing is to feel that you're doing something useful, achieving something worthwhile in your job. If people have that impression, then they're not so worried about their pay and they can get their social life in their free time. I'd say it's more important to be efficient than friendly.

Examiner: Daniel, many people complain about their managers. What qualities would you look For in a perfect manager, and why?

Daniel: I think he or she has to be a good communicator, who tells you what's going on, and is also pleasant to work with. He or she should be someone who gives you a reasonable workload and provides you with the support you need to do your job well and also someone who recognises when you're working hard and gives you praise when you deserve it.

Laura: Oh, I wish my boss was like that!

7 Encourage students to answer the questions from memory, using their notes from Exercise 6. Then play the recording again so they can check. When eliciting the answers, ask students to support their choices by saying what they heard.

Answers
1 T **2** T **3** T **4** F **5** T **6** T

8 Give students time to look back through the unit and remind themselves of language they could use in addition to the words and phrases in Exercise 5 (e.g., *working under pressure*, *problem solving*, *troubleshooting*, *major drawback*, *fierce competition*, etc.). Remind students that in the exam the examiner may ask them to react to the other candidate's opinion so, without interrupting, they should think about whether they agree or disagree with what their partner says, and respond briefly with their opinion when their partner has finished speaking.

Extension activity
Working in the same pairs, students change the true/false statements in Exercise 7 so that they are yes/no questions personal to them, e.g., *Did we suggest several different ideas to answer each question? Did we give general answers to the questions?* The pairs then use the questions as a checklist to assess their performance. Then ask them to write down two things they could improve the next time they practise, e.g., *When I disagreed with my partner, I didn't add any extra ideas, so I will make sure I do this next time. I answered the question, but I found it difficult to stay on topic. Next time I will only talk about things that are relevant.*

Writing Part 2: An email SB page 48

▶ **Page 196 Writing bank**

As students have not completed a Writing Part 2 email task before, start by referring them to the exam information and advice box on page 48. Elicit some general ideas about what makes formal writing different from informal writing, e.g., longer words, always complete and generally more complex sentences, full forms rather than contractions, less use of *you/your*, more use of the passive, fewer idiomatic expressions and multi-word verbs, no exclamations. You may wish to write or dictate one informal and one formal sentence and ask students to suggest formal/informal equivalents. For example:

Hope I'll get a job soon! (I am eager to find employment in the near future.)

The matter will be investigated in due course. (We'll look into the issue as soon as we can.)

Exam info & advice

1 Students read the email and answer the questions individually before comparing their ideas with a partner. When eliciting the answer to question 1, ask students to give a range of examples from the email. Elicit the meaning of *spell out*, *shy away (from)* and *stay put*.

Answers
1 Informal.
2 Yes. Sam is clearly someone he knows on a personal level.
3 No, he uses more space to answer the second question.
4 No. The first question demands an answer choosing between two alternatives, while the second question is far more open and requires Charlie to explain his views and suggest reasons on the topic in question.

2 Elicit the answer from the class, together with reasons. As well as recognising that there is no personal relationship with the target readers (people in local government), students should see that the government notice itself is much less personal and chatty than Charlie's email.

Answers
More formal. The recipient is not a personal friend or acquaintance.

3 Put students into pairs. Tell them that they should also discuss why the incorrect options are unsuitable, pointing out specific words and phrases.

Answer
b

4 Give students a minute to read the email individually. Point out that the ideas in Lola's email and its structure are essentially the same as Charlie's: it is the level of formality in the language that makes them very different. Put students into pairs to do part A, or allow stronger students to continue working on their own. Elicit the answers to A before they complete task B. The phrases in the table are not in the order in which they appear in the two emails, so students will need to locate each one first and then find the equivalent phrase in the same paragraph of the other email. After feedback, encourage students to choose phrases which they would like to use in their writing and record them in their notebooks. They can then refer to them when they do written work.

Answers
A 1 f 2 d 3 a 4 c 5 e
B

	More formal language (Lola's email)	Less formal language (Charlie's email)
1	a considerable number of	quite a few
2	through choice	because they want to
3	hugely attractive	a big draw
4	not to mention	and let's not forget
5	offer highly competitive salaries	pay really well
6	continue living here	stay put
7	Aside from that,	On the flip side,
8	As such,	So,
9	my interpretation of	my take on

Extension activity
Students write their own answer for either one of the two exam tasks in Exercises 1 and 2 on page 48. You could instruct them to include at least three phrases from Exercise 4B on page 49, plus other words or phrases from the unit (e.g., adjective-noun collocations on page 44). Give them 45 minutes to plan and write their email. Alternatively, they can complete the writing task for homework.

Vocabulary

Aspects of work

being creative
being your own boss
having managerial responsibilities
problem solving and troubleshooting
quick promotion
working as part of a team
working independently
working set hours each day
working under pressure
working with the public

Other words and phrases relating to work

achieve a good work–life balance
commute
feel valued
feeling of isolation
give praise
good communicator
job vacancy
motivate/motivation
reasonable/heavy/light workload
recruit
take somebody on
trainee
work environment
workplace

Dependent prepositions

conscious of
desperate for
focus on
invest in
partner with
prevent someone/something from
reliance on

Adjective–noun collocations

excellent/unrivalled reputation
expert/specialist skills
extensive/vast experience
fierce/intense competition
heavy/constant pressure
high/great degree
high/large number
huge/considerable increase
huge/powerful impact
long hours
major drawback
vast/extensive knowledge

Vocabulary activity 1

This activity could lead on to Vocabulary activity 2 or be used as a stand-alone activity. Students create an advert for a job vacancy of their choice. This should be presented as written paragraphs in a local newspaper or online recruitment agency. Students should use aspects of work phrases (e.g., *being your own boss*) and adjective – noun collocations (e.g., *long hours*, *extensive knowledge*). The advertisement should include:

- what the job is
- aspects of work associated with the role
- the type of person the employer is looking for
- the salary being offered
- the type of contract being offered

Vocabulary activity 2

This is an interview role play that students do in pairs. One student is an employer interviewing an applicant for a job, the other is the applicant. Prior to the interview, ask the students to prepare, defining the job the applicant is applying for and creating at least five interview questions using vocabulary from the unit. You can provide some suggestions for things to include in the interview, for example:

- aspects of work associated with the role
- desired skills and talents
- current or past experience

Example:

Student A: *I see that you have **extensive experience** in our industry. However, we work to very tight deadlines. Can you give me an example of how you overcome the challenges of **working under pressure** in your existing role?*

Student B: *Yes, absolutely. **Having managerial responsibilities**, I work **long hours** and am under **constant pressure**. For example, …*

Ask students to perform their role plays for the class.

DIGITAL CLASSROOM

Practice Extra Unit 4

Test Generator Unit 4 test

Test and Train Exam Practice

Unit 3 Vocabulary and grammar review

1
1 caught 2 took 3 made 4 caught 5 making
6 ran 7 taken

2
1 caught on 2 came across 3 hit it off 4 rushed into
5 putting forward 6 done away with 7 came up
8 getting into

3
1 ~~not~~ no 2 ~~no~~ not / ~~no my sister~~ my sister doesn't
3 ~~none~~ any / ~~didn't get none~~ got none 4 correct 5 ~~no~~ none
6 correct (*None of Patrick's friends* is also possible.) 7 ~~no~~ not
8 ~~none~~ no

4 *(Suggested answers)*
1 The term 'amnesia' is used to refer to a partial or complete loss of memory … Amnesia can be caused by specific medical conditions.
2 It is very well known that our memory is formed by our real experiences. But could a false memory be put into our heads? Could we be persuaded (to believe) that we had experienced something that never actually took place?
3 Our semantic memory is used to store our knowledge of the world. Everyone has this knowledge base, and normally it can be accessed quickly and easily. The meanings of words and the names of people and places are included in our semantic memory.
4 It can be thought of as the ability to remember and use a limited amount of information for a short amount of time … If you are distracted, the information can be lost and the task has to be started again.

Unit 4 Vocabulary and grammar review

1
1 of 2 from, of 3 for, for 4 for 5 to 6 on 7 with 8 on

2
1 extensive/huge/specialist/vast 2 huge/powerful
3 constant/huge 4 excellent 5 fierce 6 huge/vast
7 extensive/specialist/vast 8 excellent/specialist

3
1 could 2 might not 3 couldn't have 4 possible 5 highly
6 can't 7 bound

5 Events to remember

Unit objectives

Topic: life experiences

Reading and Use of English Part 4: using syntax for clues; use of idiomatic language and multi-word verbs

Reading and Use of English Part 7: reading quickly for gist; identifying reference words and linking words and phrases

Listening Part 1: inferring information from questions and multi-choice options

Speaking Part 2: identifying key information to respond to; using advanced vocabulary appropriately; expressing certainty and probability

Writing Part 2: a proposal: choosing an appropriate register; using persuasive language

Vocabulary: idiomatic language

Grammar: verbs followed by *to* + infinitive or *-ing* form

Starting off SB page 52

Lead in

With books closed, ask: *What's the most adventurous thing you've ever done? What happened?* Give students a minute to consider their answers, before putting them into pairs or small groups to share their experiences. After feedback, ask them to decide, from the experiences shared, who they think is the most adventurous person in the class, and why.

1 Give students time to read the three advertisements and choose the activity that appeals to them most. They should think of reasons for their choice and for rejecting the other two activities, making notes if they wish.

2 Put students into small groups to discuss their choices. After feedback, hold a class vote to find out which activity is the most popular choice.

3 As a variation on this exercise, you could divide the class in half (A and B), with pairs in group A discussing the first quotation and pairs in group B discussing the second. If you choose this option, try to ensure that B pairs are stronger, as some students could find the second quotation more challenging. After two minutes, put the students into groups of four with an A and a B pair in each one. Pairs take turns to share their ideas before they discuss as a group.

Background information

Eleanor Roosevelt (1884-1962) was an American political figure, diplomat and activist. She served as first lady of the United States from 1933 to 1945.

Benjamin Franklin (1706-1790) was an American writer, inventor, scientist, diplomat, publisher and politician. He was one of the Founding Fathers of the United States and served as its sixth president between 1785 and 1788.

4 Put students into new groups. This is a good opportunity to recycle personality adjectives, so refer students to Exercise 4 on page 8. After feedback, you could provide an opportunity to recycle language from Unit 4 by asking: *How might being more or less adventurous influence people's career choices?* A response might be: *In my view, someone who is highly adventurous is more likely to sign a **zero hours contract** as they are inclined to take risks. **Working set hours** may bore them.*

Listening Part 1 SB page 53

Books closed. Remind students that they practised Listening Part 1 in Unit 2. Elicit information about the task, such as how many extracts they hear (three), how many questions they must answer (six, two per extract), how many times they'll hear the extracts (twice), what type of questions they must answer (multiple choice) and how many options they are given (three per question). Then read the exam advice with the students on page 53.

Exam advice

1 Students work individually before comparing their answers in pairs. After whole-class feedback, you may wish to remind students of the importance of recording collocations and set phrases in their notebooks rather than single vocabulary items, pointing out, for example, that their knowledge of collocations and set phrases may be tested in Reading and Use of English Part 1.

Answers
1 i **2** g **3** d **4** b **5** h **6** e **7** c **8** a **9** j **10** f

2 Give students time to consider their ideas and make notes before pairing them. Encourage them to use some of the expressions in Exercise 1. You may wish to pair weaker students with stronger ones who could provide peer support by modelling the target language.

3 Remind students that it is very important to extract as much information as possible from the questions and options to prepare themselves for what they will hear. Focus on Extract One and brainstorm possible answers for both the pre-listening questions (e.g., Maybe the tractor crashed / injured someone / frightened farm animals. Options B and C both suggest a positive reaction, so a happy ending is likely.). With a weaker class, continue working through Extracts Two and Three together. Stronger students can work in pairs.

Suggested answers
1 The farmer was probably working on his farm with the tractor when an unfortunate incident occurred. Two of the options in question **2** hint at a happy ending.
2 He must have been confident that he could tackle the challenge. But because it was such a dangerous thing to do, his feelings before setting off might have been very conflicted.
3 She might have been piloting the other plane, or an incident might have occurred involving the plane that put her at risk.

4 Tell students that as this is an exam task, they should not confer until after they have listened to all the extracts. Play the recording twice. Then put students into groups to compare answers and explain why they chose them. If there is disagreement or uncertainty about some answers, focus particularly on these during whole-class feedback. Where necessary, play the recording again to elicit the correct answers and the reasons why they are correct.

Answers
1 B **2** C **3** C **4** A **5** B **6** A

Track 17

Extract One

Examiner: You hear a man telling a friend a story that involves a local farmer and a runaway tractor.

Man: Did you hear that story about a local farmer? He'd driven across a field in his tractor, his dog beside him, then got out to fix a fence, only to see his tractor rolling away, out of control – with his dog still in it!

Woman: Oh, really?

Man: Yeah, the dog apparently seemed completely unbothered about being in the tractor, but the vehicle was gathering speed, heading towards a thick hedge, with a main road the other side! So the farmer set off in hot pursuit.

Woman: What on earth was he intending to do?

Man: Well, apparently, to run and catch up with the vehicle, then jump in and pull on the handbrake – but just after he'd started running he tripped and fell, poor guy. In the end, the vehicle rolled down a bank, and came to a stop. Just a few cuts and bruises for both of them.

Woman: Gosh! It's awful to think that an ordinary day could turn out like that and could've potentially ended disastrously, even if he had managed to climb inside the tractor. What a lucky escape! They got off pretty lightly, didn't they, considering how they might've ended up.

Extract Two

Examiner: You hear an interview with a man who climbed up a very high mountain in order to ski down it.

Woman: So, what gave you the idea to undertake the trip?

Man: Where I grew up skiing's popular, and I quickly became a skilled and confident skier. My uncle introduced me to ski mountaineering – climbing up, then skiing down – and I started taking on increasingly difficult climbs and descents, then considered tackling the biggest climb close to home – an absolute monster of a mountain, known to be deadly. Other ski mountaineers had already backed off. But when I finally got a good look at it during a different expedition, I could see it might be feasible.

Woman: How did you feel before you set off?

Man: By then, I was ready to face it – and ignore any negative feelings I was having. Fear can act as a restraint and keep you safe. But in order to undertake something that challenging, I just had to stop being afraid. In fact, I didn't talk much about the trip to family and friends, to avoid seeing how anxious I was making them. Anyway, my psychological preparation paid off because we made it to the top and back successfully – but when we returned to base camp, I just lay in the snow, totally exhausted.

Extract Three

Examiner: You hear a woman talking to a friend about her experiences of flying a light plane.

Man: Congratulations on your first solo flight!

Woman: Thanks! Actually, though, while the Chief Instructor was still flying with me beforehand, checking I was up to it, I completely messed up the take-off, which was down to nerves more than anything. Anyway, we landed again, he pointed out some navigational landmarks, then got out and sent me off alone, first time ever! I flew a couple of circuits – a rectangular route above the airfield – and even I was amazed that I managed OK, and I've done more solo flights since.

Man: But what's this story I heard about a disorderly yellow plane? Sounded awful …

Woman: Well, I was flying the last leg of the airfield circuit, before turning 90 degrees and coming in to land. All approaching aircraft have to join the circuit in exactly the same direction, otherwise it'd be chaos. Anyway, another plane suddenly appeared, completely ignored the rules, and flew straight across in front of me, jumped the queue to land! Totally forbidden – and dangerous – and I'd got hardly any flying experience, remember!

Man: Scary!

Woman: Yeah, I'm still having flashbacks! I somehow managed to keep my head – no idea how – and just went round again. If I'd attempted to land, I would've hit the other plane.

5 Give students time to consider their ideas before putting them into pairs or groups to discuss the questions.

Vocabulary SB page 54

Idiomatic language

1 Allow pairs to check their ideas using a dictionary before you elicit the answers. Point out that we also use the phrase ***let*** *someone off lightly* (to give little or no punishment to someone), e.g., *I didn't do my homework, but the teacher* ***let me off lightly*** *with just a few sharp words.* After feedback, ask one or two questions to encourage personalisation, e.g., *In your country is it acceptable to* ***jump the queue****?*

Answers
1 Flashbacks can be either pleasant or unpleasant; they are often caused by traumatic events.
2 The other mountaineers had changed their minds and withdrawn from the challenge.
3 It means you had a lucky escape – that perhaps the damage caused or injuries sustained could have been a lot more serious.
4 You go in front of other people who are waiting, instead of waiting your turn behind them.
5 You could check they were up to it by, for example, questioning them, observing them, or even checking their qualifications, depending on the thing you were undertaking.

2 Give students time to read the sentences and consider their ideas before pairing them. Encourage them to guess the meaning of the idioms by looking at the context and thinking about the literal meaning of the words. They may also be able to think of similar idioms in their own language. Allow students to check their ideas in a dictionary before you elicit answers from the class. On sentence 1, you many want to mention that we sometimes say *keep everything crossed*, e.g., *I've got the exam in the morning. Keep everything / your fingers crossed for me!*

Answers
1 hope for good luck
2 try hard to persuade me (but without force)
3 betray you or be disloyal to you when you are not expecting it
4 pretend not to notice something
5 joking/teasing

Extension activity
Put students into groups and ask them to write five questions using any idioms they have studied in this unit for another group to answer, e.g., *When was the last time a friend twisted your arm to do something you weren't keen on doing?*

Grammar SB page 54

Verbs followed by *to* + infinitive or the *-ing* form

▶ **Page 168 The COMPLETE grammar reference**

Lead in
With books closed, write two headings on the board: *to + infinitive* and *-ing*. Put students into groups and tell them they have 30 seconds to brainstorm verbs which are followed by either *to* + infinitive or *-ing*. Invite a representative from each group to write their lists on the board. Encourage students to peer-correct any errors. You may wish to leave the lists on the board to use at the end of Exercise 2.

1 Tell students to work individually before they compare their answers in pairs. If students' answers differ, encourage them to say the sentences aloud as the correct answers may be easier to identify orally. Allow students to check their answers using the COMPLETE grammar reference, pages 168–169.

Answers
1 to keep **2** tackling **3** seeing **4** to do **5** to land

2 To help students choose the right form, you could suggest that they try out each verb followed by *to do* and *doing*, to see which one sounds better (e.g., *I admitted to do* or *I admitted doing*?). This is an area where students make frequent errors, so at the end of the activity make sure they write the correct lists in their notebooks and tell them to add *manage*, *consider*, *intend* and *attempt* from Exercise 1. If you did the lead in and the verb lists are still on the board, you could call out verbs from Exercise 2 in random order and invite students to add them to the correct lists on the board.

Answers
Verb + *to* infinitive: agree, can't afford, choose, expect, hope, offer, pretend, promise, refuse
Verb + *-ing*: admit, avoid, can't help, deny, enjoy, finish, involve, keep on, mind, put off, resent, risk, suggest

Extension activity
Put students into pairs. Tell them to choose five verbs from Exercise 2 and write questions for other pairs to answer, e.g., *Would you **refuse to help** your mum make dinner if you were watching your favourite TV programme? Have you ever **pretended to be** asleep when you weren't? What's something you **can't help eating**, even when you're full?* Monitor and help with error correction. Then tell students to stand up and circulate, joining up with other pairs to ask and answer their questions.

3 Give students time to think abut the differences between the sentences before putting them into pairs. Monitor and support weaker students. Allow students to check their ideas with the examples under the heading *With different meanings* on page 169 of the COMPLETE grammar reference, before you elicit the answers from the class.

Answers
1 a I have a memory of doing this.
b Don't forget to do it.
2 a This was an experiment, to see what would happen.
b I attempted to do this but failed.
3 a I didn't do something I meant to do.
b I did this and recall it well.
4 a I wish I hadn't said anything.
b I'm sorry to tell you that …
5 a It involves paying attention.
b I didn't intend to offend you.

Fast finishers
Using verbs from Exercise 3 or the longer list under *With different meanings* on page 169, students write three statements about themselves, e.g., *I **regret lying** to my teacher about completing my homework, especially after I got caught!*

4 At the end of this exercise, remind students to add any of the mistakes they make themselves to their list of *Common errors I make* in their notebooks. They can refer to this when revising for the exam.

Answers
1 ~~to take~~ taking
2 ~~maintaining~~ maintain / to maintain
3 ~~to sail~~ sailing
4 ~~to do~~ doing
5 ~~work~~ working
6 ~~going~~ to go

5 Make sure students recognise that a verb following *look forward to* is an *-ing* form, not an infinitive. Point out that the word *to* is a preposition in this case and a verb following a preposition is always in the *-ing* form. Monitor the pair discussions and write down examples of correct language use and common student mistakes. In whole-class feedback, praise the students for the correct examples and elicit error correction for the mistakes.

Extension activity
This is a short writing and speaking task which will provide students with another opportunity to practise using the target grammar. Students choose one of the topics in Exercise 5 and write a one-paragraph response. They should include at least three examples of verb + *to* + infinitive and three of verb + *-ing* verb. Refer students back to the lists they made in Exercise 2 or, for a fuller coverage of this grammar, to the COMPLETE grammar reference, pages 168–169. Once they have finished, display the paragraphs around the room and ask students to walk round, read them and ask the author for more information where appropriate. For example, If a student wrote about something they tried to do but failed, a student reading the paragraph might ask: *Do you think you will try to do it again? / If you had approached things differently, do you think you would have succeeded?* Finally, praise the students for their correct use of the target language before eliciting error corrections from the class.

Reading and Use of English Part 4 SB page 55

Remind students of the Part 4 task they did in Unit 1 and read the exam advice with them. Emphasise that the words in capitals must not be changed in any way. On the second point, ask: *What's the maximum number of words you can use in your answer?* (six) *What's the minimum number?* (three)

Exam advice

1 Support weaker students by pairing them with stronger ones, or alternatively, allowing them to work in groups. Students use questions 1–3 to evaluate the sample answer before working out what the correct answer should be. Tell them to check that in their answer they have followed each of the steps in the exam advice box.

Answers
1 Yes
2 Yes
3 No – it doesn't use the key word (until) and it uses more than six words to complete the sentence.
4 n't / not until the snow had stopped

2 Students work in pairs. Point out that they should not try to complete the second sentence yet but should just consider the questions in the clues. Monitor and give support where needed to steer them in the right direction.

3 Tell students to work individually and set a time limit of 12 minutes. Then allow them to compare answers with a partner and make improvements if necessary. Question 4 is likely to cause the most difficulty, so during feedback you might need to teach or revise the structure *No sooner had [one thing happened] than [another thing happened]*, explaining that this is an alternative to using *as soon as*.

Answers
Answers to the clues are in brackets.
1 (ever) had any intention of accompanying
(preposition is *of*, and verb takes the *-ing* form after it)
2 nearly as tough as I
(as ... as , (not) nearly)
3 on increasingly difficult
(take on = tackle)
4 no sooner had she left than
5 regretted not turning back before
6 might have been woken (up) by

4 Students work individually before comparing answers with a partner. Allow them to check their ideas using a dictionary before you elicit them.

Answers
1 f **2** d **3** e **4** a **5** c **6** b

5 To start students off, elicit one or two examples from the class for the first expression. Encourage students to use examples from their own experience where appropriate, as this will make the sentences more meaningful and may help them internalise learning.

Reading and Use of English Part 7 SB page 56

This is the first time students will have approached a Part 7 task in this course, so ask them to read the exam information carefully. Then tell them to close their books and ask the following questions: *Does the task in Part 7 feature a reading text?* (yes) *How long is the text?* (650–800 words) *What is missing from the text?* (six paragraphs) *What do you have to do?* (decide which paragraph fits in each gap) *Do you choose from six paragraphs?* (no, seven)

Exam info

1 Give students time to consider their ideas before pairing them to discuss the questions.

2 Before students begin the task, read through the exam advice with them and elicit some examples of reference words that can link a paragraph with the one before (e.g., *this*, *these*; *later*, *after that*, *subsequently*; *however*, *in addition*, *in fact*, *as a result*). As this is the first time students have attempted this exam task, set a longer time limit of 15–20 minutes.

Answers
1 G **2** D **3** B **4** A **5** C **6** E (F is the distractor)

3 Monitor the pair/group discussions and make a note of any issues with language that you hear, especially with the use of the second conditional. Then, in full-class feedback, write any errors you heard on the board and ask the class to correct them.

Speaking Part 2 SB page 58

▶ **Page 207 Speaking bank**

Go through the exam advice after students have done Exercise 1. Help them to see what is meant by an 'irrelevant comparison': for example, in the Unit 2 task, the examiner's questions asked what the people were explaining and what problems they might have. Comparing the clothes people are wearing or the furnishings in the room would be irrelevant to these questions. You could also ask students why they should not describe the photos in detail (because they wouldn't have sufficient time to compare and contrast).

Exam advice

1 Remind students of the Speaking Part 2 task they did in Unit 2. Tell them to answer the questions individually before comparing their answers in pairs. Before eliciting the answers, allow students to check their ideas with the exam information on page 24.

Answers
1 three
2 two
3 one minute
4 The other candidate has to answer a question related to what his/her partner was talking about.

2 Allow weaker students to discuss ideas in pairs. For question 3 you could encourage students to recycle language from previous units by referring them to personality adjectives (Unit 1, page 8) and aspects of work (Unit 4, page 40). When you elicit answers for question 1 (fire fighter, construction worker / roofer, diver), ask for ways of describing each job without using the title (e.g., *someone who is / works / has to …*). Tell students not to worry if they don't know or can't remember a correct term in the exam but to try to explain the meaning in a paraphrase. For questions 2 and 3, elicit a range of ideas, reminding students that there are no single 'correct' answers to these questions.

3 Remind students that they need to compare the photos, and that their comparisons should be on the dangers of the jobs and the reasons for choosing them. Elicit example phrases to compare and contrast or refer students to the phrases in Exercise 4 on page 24 (*looks as if*, *gives the impression that*, *judging by*, *in both jobs I imagine*). Students should try to speak for a whole minute but no longer than this.

4 Ask students to read the questions and then play the recording twice. Students compare answers with a partner before you elicit them in whole-class feedback.

Answers
1 photos 1 and 3
2 The words and phrases express varying degrees of doubt or certainty.
3 Students' own answers
4 Students' own answers

Track 18

Examiner: Here are your pictures. They show people doing dangerous jobs. I'd like you to compare two of the pictures and say what the dangers of the jobs might be and why people choose to do jobs like these.

Lukas: OK, well, in this photo there's a fire fighter putting out a fire and he's almost certainly doing it to save lives and property. It's a pretty dangerous job because obviously he could die in a fire or get seriously burnt. And I suppose he's doing it because someone's got to do it. It must be a worthwhile occupation – you know, very rewarding when you save someone's life. And in this photo there's a diver – he could be a police diver – he seems to be in a lake, or it

could be a river. It's probably quite dangerous because the water could be deep or there might be strong currents. There could be glass or other dangerous things in the water. I suppose police divers find their work quite exciting – I'm sure it's never boring and it's very worthwhile – though they must never know what they're going to find in the water. I don't really know why people do jobs like these; perhaps they're people who get excitement from doing dangerous things.

5 Ask students to identify the two questions that the examiner is asking (*What skills and personal activities does each activity involve? How do these activities make people feel?*). Check that they know the meaning of the boxed words and elicit one or two suitable phrases for each of the examiner's questions. Then tell students to work individually. When eliciting the answers, make sure students give reasons to support their choices as this will to help you identify any phrases that students are still unsure about.

Suggested answers
Skills and personal qualities: concentration, control, courage, daring, fit, self-confident, stamina, steady nerves, strength

How activities make people feel: adrenaline rush, excitement, exhausted, exhilarated, proud, satisfaction, a sense of achievement, terrified, thrill

6 Set a time limit of two minutes for students to prepare for the exam task. Tell them to think of ways they can include some of the words and phrases from Exercises 4 and 5 in their answers. You may want to pair weaker and stronger students together and ask the stronger one to speak first in Exercise 7 so that they model the target language.

7 Students speak for one minute each. Warn students that they will have little time to prepare an answer and will be expected to choose which two images to discuss almost straight away.

8 Provide or elicit some examples of the type of follow-up question that the examiner might ask, e.g., *Which of the activities do you think is more dangerous / has more health benefits / requires more skill?* Students can use any of these questions or think of their own. Once they have completed the activity, refer them back to the exam advice on page 58. They can then use this to evaluate their performance in the speaking task, for example:

Student A: *Did we spend about half our time comparing and half answering the questions?*
Student B: *Well, I spent too long describing the first photograph and I only made one comparison. On the other hand, you …*

Extension activity
Students find a new partner and repeat the task for photos 1–3 on page 58, this time using some of the words and phrases in Exercise 5. The listening students should tick the phrases as their partner uses them.

Writing Part 2: A proposal SB page 60

▶ **Page 202 Writing bank**

Read through the exam information with the class. Then, with books closed, dictate the following questions about writing a proposal:
Who might the proposal be written for?
What are you expected to include in the proposal?
How should the proposal be organised? In what style should it be written?
Put students into pairs to discuss the answers before they check back with the exam information.

Exam info

1 Ask students to read the task and underline the key points that need to be included in the proposal. Elicit two or three suggestions for local heroes from the class, and then give students time to choose their own hero and to note down some reasons for their choice.

2 Tell students to partner with someone they do not normally work with as this will help them build their speaking confidence. Tell them not to interrupt while their partner is speaking but to follow up with questions when they have spoken.

3 Set a time limit of about one minute for students to read the proposal and a further two minutes to answer the questions. Tell them to underline the parts of the proposal that provide the answers. Ask them to share their ideas in pairs before you elicit answers from the class.

Answers
1 not well ('not someone I know personally')
2 She rescued a lorry driver from his burning lorry.
3 She could have driven home and left the emergency services to deal with the accident.
4 She has shown that you don't need special training to help other people / that anyone can make a difference.
5 She should have an annual award named after her.

4 Refer students back to the exam task and ask: *Who are the target readers for this proposal?* (members of the town or city council) *Should the language be formal, quite informal or very informal?* (formal) When considering question 2, they should look back at the key points that they underlined in Exercise 1.

Answers
1
1 in my opinion
2 mother
3 reached
4 suffered burns
5 driven home
6 emergency services
7 make a difference
8 set up a fund
9 an annual prize
2
Yes – including two reasons for choice of hero

5 Check that students have identified all the words before you put them in pairs to work out the grammar. During feedback, ask specific questions, e.g., *What noun is this adjective describing? What's the full verb? What's the preposition? What other noun could you substitute in this sentence?* If students are having difficulty identifying the participle clause, focus on the sentence starting 'One Friday' in paragraph 2 and ask: *Which verb, 'driving' or 'looking', is part of the main verb in this sentence?* (driving) *How do we know?* (*Driving* is combined with the auxiliary *was*, but *looking* has no auxiliary, so it is not a full verb.)

Answers
1 working, relaxing
2 looking, going, leaving
3 writing, driving, coming
4 hesitating, choosing
5 training

6 Tell students to work individually to complete the task. You might want to tell them that one sentence is correct and one contains several different errors.

Answers
1 ~~charge~~ charging
2 ~~keep~~ keeping
3 correct
4 ~~hardwork~~ hardworking; ~~interested~~ interesting; ~~for improve~~ for improving / to improve; ~~be offered~~ offered / being offered / that/which is offered
5 ~~To bring~~ By bringing
6 ~~to leave~~ leaving
7 ~~to take~~ from taking
8 ~~visited~~ visiting

7 Check that students understand the meaning of the words by eliciting example sentences from the class, or allow weaker students to use a dictionary. Students work in groups. When eliciting the answers, make sure students justify their choices.

Answers
All the adjectives could be used except *cautious*, *greedy*, *narrow-minded* and *self-interested*.

8 Point out that changing all these adjectives to adverbs involves adding an *-ly* ending, but some require other changes as well. Ask students to identify four adverbs that call for other spelling changes (*enthusiastically*, *extraordinarily*, *greedily*, *remarkably*). Then put students into pairs to complete the sentences.

Suggested answers
1 courageously/fearlessly
2 enthusiastically/tirelessly
3 exceptionally/extraordinarily
4 significantly
5 exceptionally/extraordinarily/remarkably
6 passionately
7 kindly
8 creatively
9 enthusiastically

9 If weaker students need additional support, you could refer them to the Writing bank, page 202, where they can study an additional model if they wish. Remind students that they should spend between five and ten minutes planning their answers before they start writing. As this is an exam task, tell them to work individually and set a time limit of 45 minutes. Remind them that this should include five minutes at the end to read their answers and correct any spelling or grammar mistakes.

Extension activity
In pairs, students read each other's proposals. Using the exam information for reference, they pick out features in their partner's proposal that work particularly well and any parts that they think could be better expressed. Pairs should confer together and help each other to make corrections or improvements to their work.

Vocabulary

Explaining dramatic experiences

a bit of a blur
an experience you will never forget
as though time stood still
be over in a flash
go on forever
happen at once
happen in slow motion
have nightmares
jump out of your skin
remember something as if it was yesterday

Idiomatic language

back off
be up to it
flashback
get off lightly
jump the queue
keep your fingers crossed
pull someone's leg
stab someone in the back
turn a blind eye to something
twist someone's arm

Words for doing adventurous activities

a sense of achievement
adrenaline rush
concentration
control
courage
daring
excitement
exhausted
exhilarated
fit
proud
satisfaction
self-confident
stamina
steady nerves
strength
terrified
thrill

Personality adjectives

cautious
courageous
creative
enthusiastic
exceptional
extraordinary
fearless
generous
greedy
innovative
inspiring
kind
narrow-minded
passionate
remarkable
self-interested
significant
tireless

Vocabulary activity 1

In pairs, students take turns to either describe the meaning of a personality adjective without using the word or use an appropriate antonym. Their partner has to guess the correct adjective and then suggest a celebrity or fictional character who they feel fits that description. Students should give reasons for their choice. For example:

Student A: *This person is definitely NOT cowardly.*
Student B: *Fearless. Batman is **fearless** because he always battles the bad guys.*

Vocabulary activity 2

This is a role-play activity where travel agents try to persuade tourists to sign up for an experience which they are selling. The experiences should have some degree of danger. First, divide the class into travel agents and tourists. Then give students time to prepare their roles, considering the following:

Travel agents
- the experience they want to sell
- what the experience involves and why the tourist would want to do it
- why the experience is dangerous
- what safety measures are in place

Tourists
- what type of experience they would be prepared to do
- what type of experience they would definitely *not* do
- what minimum safety measures they would need in place

Once students have prepared, tell each travel agent to stand next to a tourist. Travel agents should try to persuade the tourist to sign up for their experience while the tourist raises concerns and asks questions. Students should use target vocabulary from the unit, for example:

Travel agent: *You look like the sort of person who enjoys an **adrenaline rush**. I've got just the experience for you …*
Tourist: *To be honest, I'm far from **enthusiastic**. I think I'd **have nightmares** about doing something like that …*

Every two minutes the travel agent must move on to a different tourist until they have each spoken to every one. At the end, tourists must say which experience they are going to sign up for and why. You and your students can come up with ideas for the activities but here a few if you need them:
- freediving to find oysters
- kayaking over a waterfall
- wing walking (you are strapped to the wing of a plane as it turns and rolls)
- cliff diving
- motorcar racing

DIGITAL CLASSROOM

Practice Extra Unit 5

Test Generator Unit 5 test

Test and Train Exam Practice

6 Creative pursuits

Unit objectives

Reading and Use of English Part 5: skimming; understanding the text before tackling multiple-choice options

Reading and Use of English Part 2: understanding a text. Identifying missing word types

Listening Part 2: using prior knowledge to aid understanding; using grammatical clues to identify missing information

Writing Part 2: a review: identifying the key features of a review; planning; using appropriate vocabulary.

Speaking Part 3: comparing different ways of approaching the task; using advanced vocabulary; strategies for dealing with the second part of the task

Grammar: avoiding repetition

Vocabulary: adjectives to describe art; adjective–noun collocations (2)

Starting off SB page 62

Lead in

Ask: *Do you consider yourself to be artistic? Why or why not?* Put students into groups to discuss briefly before inviting them to share their views with the class.

1 Students discuss the self-portraits in pairs. To give them practice for the Speaking Part 2 exam task, encourage them to make comparisons between the images.

2 Before playing the recording, put students into pairs and tell them to briefly discuss what they think each of the six art students might say about their image.

Answers
Speaker A: 3 Speaker B: 5 Speaker C: 1

Track 19

A: At first, when the teacher gave us the assignment, I was like – I'm not doing that. I feel pretty self-conscious more often than not, and although I'm perfectly happy to put my selfies up on Instagram or whatever, they're just sort of throwaway pictures that get likes, give me a bit of a confidence boost, and then they're gone. So the idea of creating something permanent that reveals some sort of fundamental truth about myself was pretty scary. Then inspiration hit me – I was born and grew up in London, but my family is from Nigeria, so why not show off my pride in my heritage? I love that I've created a portrait of a strong, young woman of colour, and it's made me feel a little more self-assured in myself and my art.

B: You know, I've done quite a few portraits of friends and classmates over the years and they've always been complimentary about them. This was the first time I'd properly sat down and done one of myself, believe it or not. When they first saw it, they started coming out with things like, 'When do you ever concentrate like that?!', and 'You seriously need to lighten up in that picture …', but after the joking about they all said they really liked it, and couldn't believe how realistic it was, even though I only used two pencils. I did it front of a mirror, rather than from a photo on my phone, as a sort of experiment to see if I could do a self-portrait from life like Salvador Dalí or someone. I think it worked out well.

C: Lots of the other students opted for painting something quite abstract and challenging to look at. A fair number of others headed straight for the computer-editing suite practically seconds after they'd taken some photos of themselves that they could fiddle around with. I'm into a more naturalistic approach generally, especially in self-portraiture. I've always loved how the great artists like Rembrandt managed to convey something so personal, almost confessional, in the way they painted themselves, and that was my aim, too. It took me ages to get the right shot, but I think it totally captures how I've never let my disability define me, or constrain me in any way, whatever I want to do in life.

3 Give students a few moments to read the questions before you play the recording again. Stronger students can be asked to predict the answers before they listen, based on what they picked up the first time and the content of the three images.

Answers
1 B **2** C **3** A **4** A **5** C **6** B

4 Students complete the sentences individually. Elicit the answers and check for meaning before the pair discussion.

Answers
1 fiddle around with **2** self-assured **3** complimentary
4 throwaway **5** More often than not **6** worked out well

Listening Part 2 SB page 63

Remind students that they did a Listening Part 2 task in Unit 3. With books closed, dictate the following statements and ask students to write them down:

1 You will listen to a dialogue. (F – a monologue)
2 It lasts about five minutes. (F – three minutes)
3 You must complete eight gapped sentences with no more than three words. (T)
4 You must paraphrase what the speaker says. (F – You must write words that the speaker uses.)

Put students into pairs and tell them to decide if the statements are true or false. If false, they should say why. Refer them to the exam information on pages 63 and 31 to check their answers.

Exam advice

1 Students discuss the questions in pairs. During whole-class feedback, you could ask if anyone has been to a recent exhibition and, if so, invite them to describe it. Use the second question to bring in some of the vocabulary from the listening, e.g., *networking*, *pitch* (= to advertise), *curator*.

2 Elicit the part of speech (noun) and ask for a few suggestions of nouns that might fit in the gap. Point out to the students that if only one word goes in here, it will be a plural noun (e.g., *galleries*). However, the answer they hear might also be a singular noun with an article (e.g., *a gallery*) or a longer noun phrase (e.g., *local galleries / a local gallery / museums and galleries*).

Answer
noun (plural)

3 Make sure students understand that they need to listen for plural nouns. Play the recording twice. Elicit all the plural nouns and write them on the board before putting students into pairs to answer the questions.

Answers
tips, (extensive) portfolios, studies, competitions, societies, arts events, skills, (fellow) artists
Correct answer: arts events. We can be sure of the answer because Akari mentions 'volunteering', which is a paraphrase of 'helping out at'.

Track 20

My name's Akari and I'm a professional artist, as I'm sure many of you would like to be one day. I'm here to give you some tips on getting to this point after you graduate.

First of all, what should you be doing now? I'm sure you've been building up extensive portfolios over the course of your studies, entering competitions to get your work known, and joining relevant societies available through the student union. Personally, I found volunteering for arts events in the local area the most useful thing to do. It's fantastic to make the arts part of people's lives and a great way to refine skills and get to know some fellow artists.

4 Give students one minute to quickly read the sentences, reminding them to identify the type of word needed for each gap (they are all nouns / noun phrases). Encourage them to predict what the actual word(s) might be, based on context. Emphasise that they need to write exactly what they hear and that the word or phrase must fit grammatically, so they should pay close attention to things like singular versus plural nouns and subject–verb agreement. Finally, remind them to keep listening if they miss a question as they will hear the recording twice. Once students have completed the task, put them into groups to compare their answers, justifying their choices if they disagree. Then elicit answers from the class.

Answers
1 arts events **2** creative vision **3** openings **4** spectator
5 self-promotion **6** artistic identity **7** commission
8 graphic design

Track 21

My name's Akari and I'm a professional artist, as I'm sure many of you would like to be one day. I'm here to give you some tips on getting to this point after you graduate.

First of all, what should you be doing now? I'm sure you've been building up extensive portfolios over the course of your studies, entering competitions to get your work known, and joining relevant societies available through the student union. Personally, I found volunteering for arts events in the local area the most useful thing to do. It's fantastic to make the arts part of people's lives and a great way to refine skills and get to know some fellow artists.

OK, some tips for getting your art onto the walls of galleries … tip number one: take time to familiarise yourself with all the galleries and find those who exhibit art similar to that which you produce. Curators and owners are looking for artwork that fits their creative vision, so try and find those with whom you'd be a good match.

Once you've identified some galleries that seem like a good fit, the next step is getting yourself known to them – so start networking. Spend a fair amount of time each day on their social media pages. Go to as many openings as you possibly can, it's a great way to build contacts and meet other artists.

You'll benefit greatly if the staff begin to recognise you as a supporter and regular attendee of other artists' exhibitions. A word of warning, though: at someone else's showcase, you are there as a spectator, so never treat these things as public calls for new talent to pitch their own work.

So, how can you get yourself known? Well, although many artists feel quite uncomfortable doing this, self-promotion is one of those invaluable skills you must try and master. At some point, you'll be offered some time with a gallery curator or owner and it's a skill you'll need to display. But be warned: declaring, 'my work speaks for itself' won't get you far. Be humble and remember who makes the calls here.

If you want to be offered an exhibition, you can improve your chances by communicating how your artistic identity sets you apart from others. All galleries want to put on a memorable and original show, so talk about your work, what inspires you, and the unique themes you're attempting to explore.

Once a gallery sells your first work, their confidence in you will grow, and they'll push to sell more. New artists often complain about the commissions galleries take. Try not to feel too negatively about it. Yes, 40 or 50% may seem unfair, but they're giving you sales that you otherwise wouldn't have had and once you've sold more, you can renegotiate.

Earning a steady income from your art is extremely tough at first. But you can diversify by taking on other work. Teaching can be a great job, as can a move into graphic design. But be wary of taking on too many jobs or those outside of the creative sector. A friend of mine entered sales and the demands of the job meant that art soon took a backseat.

5 With the class, brainstorm forms of visual art (e.g., painting, sculpture, photography, collage, installation, graffiti art) and examples of styles that students like (e.g., realistic, abstract, impressionist, cubist, art deco, pop art). Write these on the board as students suggest them. Then put students into pairs to discuss the questions. Encourage them to be imaginative and to describe the artwork as fully as possible so their partner can visualise it. Elicit a range of answers from the class.

Reading and Use of English Part 5 SB page 64

With books closed, remind students that they did a Reading and Use of English Part 5 task in Unit 3 and elicit what they can remember about this task. If students need reminding, refer them to page 33. Give them a minute to reflect on the approach they used to answer the question, for example, whether they read the questions or the text first. Then tell students to read the exam advice on page 64 and silently compare the approach they used before with the one suggested.

1 Read the rubric and set a time limit of one minute. Tell students to close their books while they summarise what they have read.

2 Tell students that when considering these questions about the writer's feelings, they should not necessarily expect explicit statements, like *I'm disgusted* or *I felt optimistic* – however, they may be able to infer how she feels by the way she describes things. Students work individually, making notes as they read, before sharing their answers with a partner. Make sure they justify their responses with examples from the paragraph.

Answers
a The writer suggests that very few photos were taken of a family holiday – 'a mere twenty-eight photos of the entire week' – and even fewer were 'genuinely worth keeping', She expresses some amazement at this situation, which is totally different from her own experience of photography.
b Emily describes the stages that people used to go through when they wanted to take and develop their photographs, and suggests that the whole process seems like a long time to her: 'A week later the pictures would eventually arrive through their letterbox'.
c The last line contains a rhetorical question – 'how vastly improved would my family's lives have been, given the chance to retake, edit and filter their pictures?' – which, coming after a description of the limited options available in the past, signals her appreciation for the technology available today.
d Despite her grandparents' optimism about the quality of the photos they had taken – 'the pictures would eventually arrive through their letterbox, at which point they would excitedly flick through them' – their skills were limited – 'only three or four were worth keeping'. There is a suggestion that Emily might be writing about this in a negative way, but in the final sentence she seems to blame the technology available at that time, rather than anyone in her family.

3 This task practises locating important information in the text relevant to the questions students will find in the exam task. Explain that students should select carefully to underline only the words in the text that help them answer the question. You may want to do question 1 with the class before letting students locate the information for questions 2–4 on their own and then summarise their answers in pairs.

Suggested answers
1 Photography was originally a hobby only available to those who could afford it. However, technological development has made the equipment cheaper and accessible to everyone. ('Photography … has historically had a reputation for being a somewhat exclusive hobby. The expense of obtaining the necessary, top-level gear … used to shut the average novice out…. after manufacturers found they were able to bring to market the self-focusing digital cameras … remaining barriers began to be broken down')
2 Photo apps and filters make it possible for people without specialist training to produce very good photos, although they aren't as easy to use as the manufacturers claim. ('the unique selling point of photo apps and filters is that novices can quickly come up with a collection of stunning shots … whether they are as easy to use as advertised is certainly questionable')
3 They enable us to share our lives with others, which makes us more confident about ourselves and deepens our friendships. ('we compile and share the images that populate our lives online … doing so has meant both gaining self-confidence … and cementing the emotional bonds we have with our friends')
4 The writer enjoys the excitement she gets from her apps, but understands this isn't the same for everyone and that there can be negative effects. However, the harm done by photo apps shouldn't be exaggerated. ('I willingly accept that, while seeing celebrities' snaps next to my own on Instagram gives me an immense buzz of excitement, that might very well, in others, provide stimulation for negative self-comparison. Yet I would urge caution in anyone seeking to blame photo apps for all of society's ills.')

4 Point out that as this is an exam task, students should work individually. Set a time limit of 12–15 minutes to complete the task. During feedback, you may wish to discuss with the students whether they were able to complete all the questions in the time allowed and if not, how they might improve their technique to reduce the amount of time they need to do this task in the future.

Answers
1 C **2** D **3** A **4** B **5** C **6** D

Extension activity
If students are allowed to have their phones in class, ask them to select a photo that they have taken and write a short paragraph describing the image. If students are willing to share their photos and paragraphs, print out the images and display them around the room. Give each student someone else's paragraph and ask them to match the paragraph with the correct photo. After five minutes, call the class together and check whether students have matched the paragraphs and photos correctly.

Grammar SB page 66

Avoiding repetition

▶ **Page 170 The COMPLETE grammar reference**

1 Put students into pairs to complete the sentences. In some of these, there are alternative words that could be chosen instead of the ones used in the text. For example, In the second sentence in question 1, *that* or *it* could be used instead of *this*, and in question 3 *this* could be used instead of *so*. If students have chosen any of these, make it clear during feedback that they are not incorrect. After you have elicited the answers, point out that avoiding repetition can help students gain higher marks in the Speaking and Writing parts of the exam as their ideas will be expressed more cohesively and will be easier for the reader or listener to follow.

Answers
1 one, this **2** those **3** so **4** another **5** which, so **6** that

2 Students work individually. During feedback, elicit alternative answers and ask questions to check students' understanding, e.g., *What does 'said so' mean in question 1?* (said that I wasn't happy about my hotel room) *Why is 'it' wrong in sentence 2?* (because we are referring to any one among the group of umbrellas, not to a particular umbrella). You may want to alert students to other verbs, as well as *say*, that are often used with *so*, e.g., *I don't know if Jane's at home, but I think/believe/hope/suppose/guess/presume so. We were asked to hand In our essays on Friday, and nearly everyone did so.*

Answers
1 (said) ~~it~~ so/this **2** ~~it~~ one **3** ~~it~~ one **4** ~~these~~ this
5 ~~all~~ everything / it all / all of it **6** ~~it~~ one/some
7 ~~it~~ that/this / ~~accountant and it~~ accountant, which
8 ~~yourself~~ you

3 Tell students to underline the repeated words the second time they are used. Then put them into pairs to try to eliminate this repetition. Refer them to the COMPLETE grammar reference section on pages 170 and 171 for help if they need it. Monitor and give support, making a note of any structures that are proving difficult and giving special attention to these during feedback. For further practice, students could do either or both of the exercises on page 171, either in class or for homework.

Suggested answers
2 Fewer and fewer people listen to classical music these days. This is a shame, as it offers something for everyone.
3 I spend a fair amount of my free time listening to podcasts. The ones / Those I enjoy most are the ones / those about gaming or sports.
4 I'm hoping to get a ticket at some point for a show by my favourite artist/musician. Buying one would make me so happy.
5 Although I enjoy watching my favourite sports team, there are others that are better than the one I support.
6 I don't like spending a lot of money on clothes or trainers so I tend to buy second-hand ones I find in online stores.
7 I've never learnt how to play a musical instrument really well, and I really wish I had / had done / had done so.
8 Whenever I feel strongly about a particular topic or idea, I say so.
9 I don't like staying up late. If I had to, I would, but I prefer to go to bed early if I can.
10 Whenever I meet someone new, I always seem to forget their name when I stop talking to them, even if they have mentioned it to me three times.

Fast finishers
Fast finishers join a pair who have not completed the activity and provide peer support. Point out that instead of just saying the correct sentence, they should ask the other students to say what they think the answer is. Then, if they think it's incorrect, they can offer support by giving hints, using information in the COMPLETE grammar reference (pages 170–171).

4 Monitor and note down examples of correct target language use and errors. In feedback, praise students for the correct examples you heard before eliciting corrections from the class.

Extension activity
Students can work in pairs or small groups for this activity. Prepare copies of the following text, without the underlining, and hand them out. Alternatively, dictate the text and ask students to write it down.

Jacob is a graffiti artist. Jacob's art has appeared all around the world and Jacob has become internationally famous as a result. Jacob mainly uses spray paint to produce Jacob's art and using spray paint means that Jacob can work quickly before attracting the attention of the police.

Jacob's pictures vary in their subject matter and the best of Jacob's pictures have been shared by thousands of fans worldwide. However, the artist's parents believe that Jacob's work is worthless and have said that Jacob's work is worthless in interviews, adding that Jacob's parents would never buy any of Jacob's work themselves.

Point out that the repetition in the text makes it extremely clumsy and difficult to read. Explain that there are 12 corrections that can be made to avoid this. Students work together in their pairs/groups to identify the repeated words and make the necessary corrections. After ten minutes, elicit answers from the class. (The underlined words can be changed as follows: *His, he, He, his, which, he, His, them, his, so, they, any* [*of it*]).

Vocabulary SB page 67

Adjective–noun collocations (2)

Lead in
On the board, write a list of about ten adjective–noun collocations to do with music, with the adjectives on the left-hand side of the board and their noun collocates in a different order on the right. (Alternatively, you could make photocopies of the list beforehand to hand out.) Put students into teams of four or five and tell them to match the adjectives with the nouns. The team that completes the activity first is the winner. Example collocations: *heavy metal, bass guitar, catchy tune, brass band, orchestral music, hit single, pulsating rhythm, backing group, haunting melody, grand opera.*

1 Put students into pairs and encourage them to try saying each of the adjectives aloud with the word *amount*. This may make it easier for them to identify the one which doesn't fit. Give students two minutes to complete the task, then elicit the answer from the class.

Answer
big

2 Tell students to work individually. As you elicit the answers, write all the collocations for each noun on the board and then give students time to record those that they particularly want to remember. You could tell students to choose five collocations from the exercise and write sentences that are true for them, e.g., *There was a **tremendous noise** coming from my sister's room while I was trying to study last night.*

Answers
1 considerable / huge / large / tremendous
2 amazing / good / great / huge / large / tremendous / wide
3 endless / loud / terrible / tremendous
4 considerable / great / huge / tremendous
5 heavy / terrible
6 amazing / good / great / tremendous / valuable
7 considerable / good / high / large
8 amazing / considerable / good / great / huge / satisfactory / tremendous
9 considerable / huge / wide
10 amazing / considerable / endless / great / huge / tremendous / wide

3 You could take the adjectives for *amount* as an example and elicit the differences in degree between them, before putting students in pairs to complete the activity.

Suggested answers
Words like *huge* and *tremendous* have a more extreme meaning than *great*, *considerable* or *large*; they also tend to be used in more colloquial speech. *Amazing* conveys surprise at how much. *Terrible* conveys a negative attitude. *Good*, *valuable*, *satisfactory* and *great* (in most contexts) convey a positive attitude.

Extension activity
Working in groups, students choose three collocations from Exercise 2 and create questions for another group to answer, e.g., *What do you spend a **considerable amount** of time doing at the weekend? When was the last time you were stuck in **heavy traffic**? Who do you turn to when you have to make a decision of **great importance**?*

Reading and Use of English Part 2 SB page 67

Lead in
With books closed, ask students whether they prefer listening to live or recorded music. Put them into pairs to discuss for a minute before eliciting ideas. Make sure they give supporting reasons and examples.

Read the exam advice with the students before briefly discussing with them which pieces of advice are the most useful for them and why. This will give them the opportunity to internalise the advice, while considering how they might use it in the exam. Before moving on, remind students that if the gap needs a verb, it must agree with its subject.

Exam advice

1 So that students do not try to fill in the gaps at this stage, set a very short time limit of no more than 30 seconds for reading the text, pointing out that they should not stop reading when they reach a gap. You could invite one or two stronger students to summarise what the text is about in their own words before putting the class into pairs to do the second part of the task.

Answers
1 preposition **2** infinitive verb **3** conjunction **4** noun
5 preposition **6** adverb **7** auxiliary **8** pronoun

2 As this is an exam task, tell students they should work individually. Remind them to read the example, which is there to help them. Tell them that if they are not sure of the word that is needed, they should make a guess, based on the kind of word that fits. Ask students to record how long it takes them to complete the task. They can then use this to allocate their time in an exam. Ideally, students should spend no longer than 12 minutes on this task in the exam. Don't elicit the correct answers until after students have completed Exercise 3.

Answers
1 under **2** do **3** but **4** way **5** out **6** far **7** having
8 themselves

3 Students use the clues to check that their answers fit grammatically and that they combine with the surrounding words to convey the right meaning. When you have elicited the answers, point out that the words needed in this task are quite often small words which support others (e.g., an auxiliary or modal that supports a main verb, a preposition that follows a verb), or which are part of a fixed phrase or multi-word verb.

4 Make sure there is an even number of groups (so groups can compare their work in Exercise 5). Suggest that they brainstorm a list of events they could include before they start planning. Remind them to consider what groups they want to attract (e.g., families, children, adults) and to make sure their programme has some variety. Allow students ten minutes to complete the task. While they are working, try not to interrupt them unless they really need support.

5 Once the combined groups have negotiated and made their decisions, ask a representative from each group to present their programme to the class. The class can then vote on which programme they prefer.

Extension activity
Working in the same groups, students create a poster or infographic to advertise their programme. Posters should include language from the unit so far. When students have finished, display the posters around the class and invite students to walk around, discussing which events they would and would not like to attend and why.

6 Pairs discuss the question briefly before you elicit some of their predictions.

7 Set a time limit of 30 seconds for students to read the text. When they have finished, put them back in their pairs to say what the text is about and how similar the ideas are to what they predicted.

8 Set a time limit of 12 minutes for students to do the exam task on their own.

Answers
1 another **2** whether **3** it **4** of **5** which **6** where **7** to **8** but

9 As a fun alternative to a group discussion, you could hold a whole-class debate. Divide the class in half. Tell one half they believe that *selfies are art*, while the other has the opposing view. Allow students five minutes to consider their arguments, pointing out that they should also prepare responses to the points they think the opposing students will make.

Speaking Part 3 SB page 69

▶ **Page 211 Speaking bank**

Lead in
Ask the following questions: *What's your most and least favourite film genre?* (e.g., thriller, documentary, rom com (romantic comedy)) *How do you prefer to watch films and why?* (e.g., stream at home, go to the cinema) You may wish to point out that *film* and *cinema* are generally used in UK English, whereas *movie* and *movie theater* are US English.

Tell students to read the exam advice. Then put them into pairs to briefly share which pieces of advice are the most important to them and why.

Exam advice

1 Give students a minute to read the exam task, drawing their attention especially to the question at the centre of the diagram. Then ask them to read questions 1–5 before playing the recording. You may want to ask students to compare answers with a partner before playing the recording a second time.

Answers
1 Pair A **2** Pair B **3** Pair A **4** Both **5** Pair A

Track 22

Pair A

Examiner: Now I'd like you to talk about something together for about two minutes. Here are some factors which might affect people's enjoyment of a film and a question for you to discuss. First, you have some time to look at the task.

Now, talk to each other about how these factors might affect people's enjoyment of a film and why.

Anna: Do you watch many movies, Lukas?

Lukas: From time to time. I'm hardly what you'd call an obsessive film geek.

Anna: Oh, I love movies. I'm hoping to study film, photography and media at university, so you'll often find me obsessively going over movie-making techniques on videos online … though I do also watch movies in full because they give me pleasure as well.

Lukas: Well, let's look at the task. So, as far as I'm concerned, if I am going to sit down for a couple of hours and see a movie, I want the full, 'in-your-face' experience, watching it on a huge screen at the cinema.

Anna: Oh, yeah, any trip to the cinema is the high point of my week. But, at the same time, I don't think there's anything inherently wrong with watching a film on your phone, sitting there with your earphones in.

Lukas: Hmm, doesn't it entirely depend on the type of movie? Like, I couldn't imagine how anyone could get absorbed in a huge-budget, special-effects blockbuster on a little 15cm screen.

Anna: Perhaps not … yeah, thinking about it, I'll generally only watch a drama or comedy or something on my phone.

Lukas: So, I think we're in agreement that screen size definitely plays a part in your enjoyment.

Anna: Agreed. So, how about being familiar with the actors you're watching?

Lukas: Well, I actually tend to have a slight issue in that regard: if I've seen an actor in some film or other before, particularly if I've enjoyed it, I find it almost impossible to put that to one side and accept them as this new character.

Anna: Really?

Lukas: Yeah, it's a genuine thing I've got. Like, sometimes I'll even get distracted by one of the actors playing a minor part, who's only on screen for a scene or two … 'What's she been in before? What did I see him in again?'

Anna: That must be annoying … and, presumably, something that quite a few people experience, given how much content everyone watches all the time. Having said that, loads of people find they can get more involved in a film if they already feel some sort of connection to an actor. That's certainly true of me, anyway.

Lukas: Lucky you. So, how about being within company or by yourself when you're watching a movie? I'd say that has a huge impact on how much you enjoy it.

Anna: Oh, absolutely. For one thing …

Pair B

Examiner: Now I'd like you to talk about something together for about two minutes. Here are some factors which might affect people's enjoyment of a film and a question for you to discuss. First, you have some time to look at the task.

Now, talk to each other about how these factors might affect people's enjoyment of watching a film and why.

Daniel: Well, I think that being alone or with others will have a huge impact on your enjoyment of a film.

Marta: Yes, especially if it's a comedy. Laughter is really infectious in any situation, so if you're with someone who finds it hilarious, you're probably more likely to find each scene more enjoyable than you might if you were on your own.

Daniel: Yes, I agree – likewise, if you're watching a horror movie with someone who gets scared easily. Now, let's think about the effect of cost. I'd say that everyone expects far more from a film if they're paying however much for a cinema ticket, as opposed to watching a movie for free, or as part of a subscription to a streaming service.

Marta: I wouldn't disagree with you at all. It's pretty expensive going to the cinema, isn't it? Now, time of day … surely that wouldn't have any effect on your appreciation of a film? I'll happily watch movies on my phone whenever.

Daniel: Me too. I have been to a few afternoon showings of films at the cinema, and probably enjoyed it as much as I would have had I gone at night, but it is a bit strange, walking out of a dark theatre and blinking at the daylight.

Marta: Oh, yeah, that is a little weird. OK, next – screen size. I'm not sure that has a massive effect on your enjoyment of a movie, how about you?

Daniel: Umm, probably not.

Marta: OK so, let's move on to familiarity with the actors. If it's an actor I like, then fine, I generally tend to like them in anything.

Daniel: Yeah, that's the same with me …

2 Allow students a minute to consider their ideas before pairing them. You may wish to pair weaker students with stronger ones. During feedback, make sure students recognise that while they should keep the discussion moving, without spending too much time on one or two prompts, it is not necessary to cover all of them. They can discuss the prompts in any order. Also, stress the importance of engaging with the other person's ideas, as this task is all about interaction.

Suggested answers

1 Although the pair A speakers don't follow the instructions immediately, they have a much more in-depth, meaningful discussion of a couple of the options and are therefore dealing with the task better. The pair B speakers tend to flit from option to option with little to say.

2 Pair A could get started on the task right away – two minutes is not a lot. Pair B should look at each option they choose to discuss in more depth, without necessarily trying to cover them all.

3 You may want to play the recording again before students answer these questions. Elicit answers for the first phrase from the class – they may be able to recall the words 'obsessive geek', but it's enough if they remember that it was to do with watching a lot of films. Similarly, for question 2 they should be able to remember that the speaker was talking about her habit of constantly watching videos. When the students have completed the task, play the recording again so they can check their ideas before you elicit the answers. Then elicit some example sentences of their own using these phrases.

Answers

1 I'm hardly what you'd call an obsessive film geek.
2 … you'll often find me obsessively going over movie-making techniques on videos online
3 … any trip to the cinema is the high point of my week.
4 I don't think there's anything inherently wrong with watching a film on your phone
5 I couldn't imagine how anyone could get absorbed in a huge-budget, special-effects blockbuster on a little **15**cm screen.
6 … sometimes I'll even get distracted by one of the actors playing a minor part, who's only on screen for a scene or two
7 … loads of people find they can get more involved in a film if they already feel some sort of connection to an actor.
8 It's pretty expensive going to the cinema, isn't it?

4 Remind students that they should aim to talk for two minutes. As an alternative to pair work, you could put students into groups of three. Students A and B do the task while student C listens. After two minutes, stop the discussion and tell student C to give the speaking pair feedback, which should include things they did well as well as one or two things they could improve. Repeat the steps, but this time students B and C do the task while student A provides feedback.

5 Remind students that in this second part of the task they are asked to make a decision together. Explain that the strategies are not requirements but suggestions for making the best use of the one minute that they have for this discussion. Monitor and elicit ideas if students need support. During feedback, make sure students recognise that 4 and 5 are alternative strategies, and equally good ones.

Answers
2 Yes. You need to support your opinion and also involve your partner.
3 No. You'll find it hard to keep going for the whole minute.
4 Yes. This builds up the discussion.
5 Yes. This builds up the discussion.
6 No. This is not a way of having a constructive discussion. You don't need to reach agreement in the minute, but you should be reasonable.

6 Encourage students to make notes as they listen. They can then compare their notes with the strategies. Allow students to compare their answers in pairs before you elicit them.

Answers
They use strategies **2** and **5**.

Track 23

Examiner: Now you have about a minute to decide which factor has the greatest influence over people's enjoyment of a film.
Lukas: Well, I think for me, already being familiar with the actors on screen can make or break how much someone enjoys a film. As we mentioned earlier, you and I are at opposite ends of the spectrum in terms of the actual effect it has on us, but I think we can probably assume that everyone either gets more distracted or more involved if they recognise the actors on screen. Do you agree?
Anna: I think you're probably right to a certain extent, although I'd suggest that you and I might be more on the extreme ends of that spectrum – I'm not sure everyone feels quite as strongly. In all honesty, I'd be more inclined to say that someone's experience of watching a film can change most dramatically depending on whether they're in company or alone. You know, lost in your own world or in a world you're sharing with friends.
Lukas: Yes, thinking about it again, you may well be right. I mean, there is such a huge difference between an individual's response and a collective response to any sort of art form, isn't there?
Anna: Well, exactly.
Examiner: Thank you.

7 Pairs now do the second part of the exam task themselves. With a weaker class, you could allow them to agree beforehand whether to follow strategy 4 or 5. Stop the discussions after one minute and tell pairs to reflect on their speaking performance, considering things they did well and things they could improve. During feedback, pairs can share with the class how successfully they used the strategies they chose.

8 Put students into new pairs to do this exam task without any support. Read out the examiner's instruction and give students 30 seconds to read the question before they start to speak. Monitor and observe how well they used the strategies from Exercise 5. Stop the discussion after two minutes and go straight on to Exercise 9.

9 Students work in the same pairs. Again, read out the examiner's instruction and give them one minute for their discussion. When they stop speaking, ask: *Did you speak for the full minute? Did you reach agreement at the end? What strategies did you use?* and invite feedback from different pairs. You could invite a stronger pair to repeat the task in front of the class if they feel confident enough to do so.

Writing Part 2: A review SB page 70

▶ **Page 198 Writing bank**

Lead in
Brainstorm what reviews people read and where they read them. Then ask students if they have ever written a review, for example after they ate in a restaurant or bought something online. If some have done so, invite them to share what the review was for, why they wrote it and whether it was positive or negative.

Elicit examples of reviews the students have read and what the reviews were about (books, films, hotels, courses, etc.). Then choose one of the topics mentioned and ask the class what they would expect a review to include (e.g., a description of the thing, place or event, an opinion on its quality, a comparison with something else, a rating, etc.). Elicit that reviews are normally written in a fairly informal style and can include a short title which summarises the reviewer's experience or opinion e.g., *An exhilarating experience*. Then ask students to read the exam information on page 70. It may be helpful to encourage students to read real reviews in English on topics they may find in the exam (restaurants, films, etc.) and to make a note of any advanced language that is used.

Exam info

1 Students work individually. Allow them to compare briefly with a partner before you elicit answers from the class.

Suggested answers
a film that they were expecting not to like, only to end up loving it / which film / how the reality differed from your expectations / who you would recommend it to

2 Remind students to keep a close eye on the exam task when making their choices. During feedback, make sure they recognise that item g doesn't fit well with this task, which is about a film they loved, but it could certainly be appropriate for another review task.

Suggested answers
c, d, e, f

3 Remind students of the importance of planning their writing. Focus on the example for paragraph 1 and make it clear that for this exercise they should think about general content, not specific information or opinions. Allow students to work in pairs.

Suggested answers
Para 2: genre of film, setting, outline of story
Para 3: the visual aspect, the characters, the performances of the actors
Para 4: what the writer liked most, recommendations

4 Put students into pairs to discuss the questions before eliciting their ideas in whole-class feedback. Ask them to say where the review describes what the film is about (in paragraph 2) and to pick out particular parts of the review to help explain why they think the film sounds appealing or not.

5 Give students time to check the meaning of unknown words in the dictionary before they start. Make it clear that both words in each pair are correct and appropriate – students should not conclude that some of them are words to be avoided – but one is at a more advanced level than the other. Put students into pairs to complete the task.

Answers
1 resolved **2** cliché-ridden **3** sizeable **4** absorbing
5 vivid **6** dazzling **7** riveting **8** utterly **9** tender
10 snappy **11** undoubtedly

6 Read through the rubric and elicit ideas for the first question with the class. Point out that some words will have a completely different meaning from the one in bold (e.g., *far-fetched*, which means 'difficult to believe') while others are different because they have a more positive or negative colouring. Students are likely to find this exercise challenging, so pair weaker with stronger students and advise them to use a dictionary or thesaurus when they need to. Monitor and provide support yourself.

Answers
1 'Intricate' is mostly used in a positive sense in film reviews to refer to a plot that has many different elements and small details. 'Complex' has a similar meaning, but perhaps with the suggestion that the plot may be difficult to understand in some way. However, to describe a plot as 'complicated' suggests that it is overly difficult to follow, while 'far-fetched' suggests it is difficult to believe.

2 'Juvenile' is used negatively to highlight how simple or childish a reviewer thinks a movie is. 'Mindless' has a similar meaning. 'Hilarious' is entirely positive and means 'extremely funny'. 'Wacky' is also positive, but tends to be reserved for silly, slapstick or slightly crazy comedies.

3 'Light-hearted' means 'not intended to be taken too seriously', and is used positively, as is the case with 'cheery' (short for 'cheerful', meaning 'bright and happy'). 'Nostalgic' can be used in both positive and negative senses, as it suggests looking at the past in a way that creates both happiness and an idealised idea of the way things used to be. 'Sentimental' is generally used negatively, suggesting that the movie is over-emotional.

4 'Charismatic' is positive, describing an actor with great personality who it is extremely difficult to take your eyes away from. Similarly, 'compelling', although with more emphasis on how believable they are in playing the character. 'Charming' is also positive, meaning 'pleasant and attractive', but tends to be used in more light-hearted films (e.g., romantic comedies). 'Implausible', however, is used very negatively and means 'difficult/impossible to believe'.

5 'Bleak' is generally used to describe pessimistic dramas without much to make a viewer feel happy or hopeful, but that is not to say that it is used negatively; some films are necessarily 'bleak'. 'Gloomy' has a similar meaning to 'bleak', but with a slightly more negative connotation. 'Depressing', on the other hand, carries a similar idea, but suggests a very negative response from the reviewer. Contrast this with 'uplifting', which is used very positively for films that make people feel happier or more hopeful.

6 'Emotional' can be used in either a positive or negative sense, but generally positive, and refers to a film or scene that makes the viewer feel strong emotions. 'Touching' works similarly, but is specifically related to feeling sadness, sympathy, pity, etc. 'Heart-breaking' recognises how well the film has caused feelings of extreme sadness, and is not used in a critical sense. 'Melodramatic', on the other hand, is usually negative, and suggests unnecessary exaggeration in plot/performance/style.

Fast finishers
Pair fast finishers and tell them to choose five of the target words and take turns asking and answering questions, e.g., *In your opinion, who's the most **charismatic** actor around at the moment? If you're feeling low, do you tend to watch **bleak** films which mirror your mood, or films that are more **uplifting**?*

7 Students prepare some ideas for the task in Exercise 8. Allow them two minutes to consider their ideas and make notes before pairing them. Encourage them to use some of the advanced language in Exercise 6.

8 Tell students to work individually. Set a time limit of ten minutes for students to write their plans, then a further 30 minutes to write their reviews. Once the time is up, tell them they have five minutes to read their writing and correct any spelling and grammar mistakes that they notice before handing them in for marking.

Vocabulary

Talking about and making art

abstract
challenging
confessional
commission
curator
exhibit
exhibition
fiddle around (with something)
gallery
naturalistic
(self-)portrait
showcase
throwaway
work out well

Adjective-noun collocations

considerable / huge / large / tremendous **amount**
considerable / huge / wide **experience**
a/an amazing / good / great / tremendous / valuable **experience**
considerable / great / huge / tremendous **importance**
endless / loud / terrible / tremendous **noise**
considerable / good / high / large **percentage**
amazing / considerable / good / great / huge / satisfactory / tremendous **progress**
amazing / good / great / huge / tremendous / wide **range**
heavy / terrible **traffic**
amazing / considerable / endless / great / huge / tremendous / wide **variety**

Adjectives to describe a performance

intricate / far-fetched / complex / complicated plot
mindless / juvenile / wacky / hilarious comedy
nostalgic / sentimental / cheery / light-hearted look
compelling / charismatic / implausible / charming performance
bleak / gloomy / depressing / uplifting drama
emotional / melodramatic / touching / heart-breaking moment

Vocabulary activity 1

This is a Pictionary style activity. Put students into teams of three and give each team a large piece of paper. Tell the teams to choose three phrases, each using an adjective and a noun from the vocabulary lists, which can be represented visually (e.g., *a tremendous noise* or *an emotional moment*). Give them about eight minutes to discuss and draw their chosen items. For example, if a team has chosen *an emotional moment*, they might draw one person farewelling another on a departing train or two people rushing into each other arms at an airport. When the time is up, display the pictures around the room. The other teams have to guess which phrases have been drawn and write their answers down. Finally, teams read out their answers for each picture and the team who drew it announces the correct answer. The winning team is the one which guesses the most correct answers. To make the guessing stage more challenging, you could tell students to close their books when you display the pictures.

Vocabulary activity 2

Write a noun on the board from the adjective–noun collocation list, e.g., *progress*. Put students into small teams and give them one minute to write down all the adjectives they can think of that collocate with the noun. They can include adjectives that are not on the list, but they must produce natural collocations (e.g., *slow/rapid progress*, but not *long progress*). Invite the teams to write their adjectives on the board. Award teams one point for every correct collocation and an extra point if they are the only team to have written it. Then repeat with another noun.

DIGITAL CLASSROOM

Practice Extra Unit 6

Test Generator Unit 6 test

Test and Train Exam Practice

Unit 5 Vocabulary and grammar review

1
1 B 2 C 3 D 4 A 5 C
2
1 looking forward to starting
2 were (very/extremely) lucky to avoid / to have avoided
3 regret making / having made / that I made a/the
4 can't afford to buy
5 denies (ever) seeing / having seen / that he has ever seen
6 we checked out that we settled
3
1 to climb 2 to leave 3 to be rescued 4 waiting 5 phoning
6 to put out 7 realising 8 putting 9 to take 10 getting
11 snowing / to snow 12 climbing 13 to admit 14 to phone
15 to ask 16 to contact 17 regretting 18 to ignore

Unit 6 Vocabulary and grammar review

1
1 big 2 wide 3 large 4 deep 5 high 6 heavy 7 big 8 high
2 *(Suggested answers)*
2 When a child feels unhappy, they will ask for their mother more often than for their father.
3 Gustav bought a large house by the sea about ten years ago, which / This/It turned out to be a good investment.
4 Leonardo lived in Canada as a child, which is / That's why he speaks such fluent English.
5 Svetlana spent several months trying to decide which car to buy and she finally bought one last week.
6 Matthew likes reading novels, especially romantic ones.
7 Violeta bought some apples in the market. She put some (of them) in the fruit bowl and used the others to make an apple pie.
8 Narayan has had two jobs. Both were in a bank but unfortunately neither was well paid.
9 There are five official languages in Spain and Manolo speaks all of them.
10 Pete had never spoken to Ann, although he'd often wanted to.
3
1 ~~all~~ everything 2 ~~both~~ either 3 ~~these~~ this 4 ~~yourself~~ you
5 ~~it~~ one 6 ~~it~~ so/something 7 ~~me~~ myself 8 ~~likes~~ does

7 In your free time

Unit objectives

Topic: free-time activities

Reading and Use of English Part 7: reading the core text to become familiar with content and structure; identifying links between core text and missing paragraphs

Reading and Use of English Part 1: selecting correct options on the basis of specific criteria (meaning, collocation, dependent prepositions); eliminating obviously incorrect options

Listening Part 4: reading tasks and identifying the key ideas; eliminating options through identifying key ideas in a text

Writing Part 2: an informal letter: using appropriate language depending on the purpose of a letter

Speaking Part 4: listening to the examiner's questions and partner's answers; using a range of expressions to express and justify opinions; agreeing and disagreeing

Grammar: linking ideas: relative and participle clauses; apposition

Vocabulary: complex prepositions; money words and idioms

Starting off SB page 74

Lead in

Ask students to write down three things that they enjoy doing in their free time. Then tell them to stand up and move into a space in the classroom and explain that they need to find someone else who enjoys one or more of the same free-time activities as them. When they have found a partner they should then sit down again. Give the students two to three minutes to circulate and then elicit what free-time activities they found they had in common.

1 Tell students to look at the photos in the book and describe what is shown in each image (clockwise from top-right: a dance class, vlogging, baking, wakeboarding, camping, star gazing). Then put them into groups to discuss the activities and compare their preferences. In whole-class feedback, make sure to cover all the photos, asking students to speculate about why people enjoy the activities that they would not choose to do themselves.

2 Students could remain in their groups or you could put them in pairs for this discussion. Tell them to note down ideas in two lists (*Us* and *Our parents*) for question 1. After eliciting their responses to both questions, you may like to tell the class a little about your own experience of growing up in an earlier time. You might also choose to follow up with an informal class debate on the topic *Life is easier for us than it was for our parents when they were our age.*

Listening Part 4 SB page 75

Ask students to read the advice about the Listening Part 4 task. Remind them that the purpose of this exam task is to listen for gist rather than detail, that they will have 45 seconds to read the questions before they hear the five monologues and that they will hear the series of monologues twice. Point out to the students that they can attempt to answer both task questions simultaneously for each speaker, or they can focus on the Task One question for the first listening and the Task Two question for the second. Both techniques are equally valid and neither one has been found to produce better results than the other.

Exam advice

1 With books closed, brainstorm different genres of music with the class and write them on the board. Refer students to the boxed words and briefly compare them with the ones on the board. Play the recording. Elicit the answers before putting students into pairs to discuss the final question.

Answers
1 disco **2** folk **3** pop **4** classical **5** jazz **6** rap
7 rock **8** Latin **9** dance music

2 Give students time to consider their ideas and make notes if they wish before putting them into new pairs.

3 Read through the rubric with the students and check that they remember what is meant by a 'distractor' (an option that has some point of similarity with what the speaker says, but is incorrect). Remind them that for each task there are eight options but only five speakers, so three of the options will have to be discarded altogether. Give students a few moments to read the options and underline key words. Then read the transcript aloud at a natural speaking pace while students follow in their books. Put them into pairs to answer the questions. Alternatively, if students need extra support, read the first option with the class and elicit why it is not the correct answer. Then ask them to complete the activity individually or in pairs. Monitor and provide support.

Answer
The key is C. She says, 'I wasn't entirely sure what I was in for', but clearly it was far better than she'd expected – 'I was overwhelmed by the music.'
A is incorrect because she says she'd actually heard good things about it, which were confirmed for her when she listened to it.
B is incorrect because her father is the one who mentioned how innovative it was. She doesn't confirm this.
D is incorrect because while she says her expectations of the album weren't completely positive, she doesn't mention regretting her attitude.

4 Tell students to underline the key ideas in each option as they discuss in pairs.

5 Point to the exam advice and remind students that they should keep both task questions in mind as they listen to each speaker, though they may wish to focus mainly on one task each time the recording is played. Play the recording once, pause for about ten seconds and then play it again. Students complete the exam task individually.

Answers
1 D **2** C **3** F **4** E **5** H **6** A **7** G **8** E **9** F **10** B

Track 25

Speaker 1: I guess I didn't have high expectations of the band I went to see, although I'd watched them online, and musically they weren't bad. When they first came on, though, I almost mistook them for the guys doing the sound checks, they seemed so unremarkable in their appearance. However, when they started ripping into their first numbers, I found I was actually able to make out all the words and admire the cleverness of them, which was great. And the event kind of left me wishing I hadn't abandoned my music classes and song-writing efforts quite so readily, but then I think I knew I was never going to really master them.

Speaker 2: I'd only gone to the gig because of my friend's great obsession with the band – she's a big fan. I didn't know the first thing about them, so didn't know what to expect. However, even though they aren't the best guitarists I've ever seen, the music they played blew me away. Some of the tunes conveyed a sense of love and longing, for example, more effectively than mere words possibly could. I'd never really experienced that before. And I'd always thought, in big venues like the one we were in, that bands can look a bit lost in it all. But this band did their best by addressing us directly to introduce each piece, which helped enormously.

Speaker 3: The band I saw wasn't well known – far from it, in fact, as they hadn't been playing together long. So maybe that accounted for the amount of effort they put in within minutes of appearing on stage. No sooner had the lead singer introduced them than they started with a number guaranteed to get everyone dancing and having a great time! Quite a lot of stuff they played was what they'd written themselves, and after the gig finished, I felt motivated to try to produce something myself. I've written and recorded a few songs – something I wouldn't have done if I hadn't attended that gig – and I'm pleased with the results.

Speaker 4: The concert hall was packed, but there was a warm-up band that played first, so the air of excitement had little to do with the band we'd come to see. Still, when they finally appeared in their costumes and started singing, their voices were in total harmony, and they produced some great melodies – a wonderful example of what truly outstanding singers can sound like. What's more, they utilised the entire performance space with a wonderful show that included a beautiful set and an elaborate light show. The audience couldn't take their eyes off them – myself included!

Speaker 5: Most concerts I'd seen had been well-established acts, so I guess I'd expected the band to come on wearing amazing costumes. But given they were playing a small, inexpensive concert, that wasn't the case. What was striking, though, was the way they just bounced onto the stage with their backing group, ready to go, with not a hint of nerves. And as players, they weren't at all bad, which was a surprise. In fact, one of the songs they played reminded me of a particular far-flung place I once visited. In my mind, I started planning how I could get away from my dreary job and boring hometown and travel there once again.

Extension activity
To help students identify and eliminate distractors, you could repeat the procedure in Exercise 3, providing them with copies of the audioscript for Exercise 5. Alternatively, you can play the recording again, stopping at points so that students have time to make notes.

6 Students work individually before comparing their answers with a partner. Allow weaker students to use a dictionary. Once you have elicited the correct answers, tell students to stand up, walk around and take turns asking and answering the questions.

Answers
1 gigs **2** musician **3** lively atmosphere **4** lyrics
5 warm-up band **6** blown away **7** backing group
8 master

Vocabulary SB page 76
Complex prepositions

Lead in
With books closed, write three sentences on the board with the prepositions gapped, e.g., *The singer performed ..... front ..... a capacity crowd. Ticket prices rose ..... line ..... inflation. I usually listen to dance music ..... preference ..... rap.* Put students into pairs and tell them to complete each sentence with the correct prepositions. The winning pair is the first to get all the answers correct (in front of, in line with, in preference to). You could put students into small groups and give them 30 seconds to brainstorm other examples of phrases with two prepositions. Invite groups to write their phrases on the board and elicit peer correction if necessary. Leave the phrases on the board so that students can refer to them later.

1 Allow weaker students to work in pairs. If students find the task challenging, encourage them to read the sentences out loud as it may be easier to identify the correct answers orally. After you have elicited the answers, point out that we also use *means of* (without *by*) in a noun phrase to talk about a method or way of doing something, e.g., *Due to the storm, we had no* ***means of*** *communication.*

Answers
1 in aid of **2** by means of **3** in place of **4** on account of
5 On behalf of **6** with/in regard to **7** in keeping with
8 in exchange for

Fast finishers
Students use the phrases in sentences which are true for them, e.g., *I think it's great when concerts are performed* ***in aid of*** *charity, as long as the artists don't take a fee.* After completing Exercise 1, ask them to say their sentences and invite other students to comment and ask questions, e.g., A: *I helped my brother with his homework* ***in exchange for*** *him tidying my bedroom.* B: *Great! Would he do mine* ***in exchange for*** *a bar of chocolate?*

2 After eliciting the answers, test further for meaning by asking students to suggest alternative endings that could follow the phrases in the sentences in Exercise 1.

Answers
1 d **2** h **3** g **4** a **5** f **6** c **7** b **8** e

3 First ask students to find and underline all the prepositions in these sentences. Then they should work individually before comparing their answers with a partner.

Answers
1 on account of **2** in exchange for **3** on behalf of
4 in place of **5** in aid of

4 Give students time to read the statements again and make notes if they wish. Encourage them to think of actual bands or festivals/concerts that they know about to use as examples in their answers.

Reading and Use of English Part 7 SB page 76

Remind students of the Part 7 task they did in Unit 5 and then read through the exam advice with them. Stress the importance of identifying reference words (e.g., pronouns) and linking words (e.g., *however, in addition, in fact*) in the text and the missing pararaphs, which will help to connect them.

1 In pairs, students brainstorm ideas and exchange opinions. In whole-class feedback, focus especially on question 2, which is directly relevant to the text they are about to read.

2 Pre-teach the words *casting director* and *chaperone* before students read. They should answer the questions individually before checking their answers with a partner.

Suggested answers
1 The writer is rather negative, raising questions about whether becoming a young actor is really as good as it may appear.
2 She had a chaperone to accompany her everywhere, right from her arrival at the airport.
3 She suffered from sleepless nights prior to signing his film contract. / She was very nervous.
4 By the end, the writer sounds more optimistic that young actors will come through the experience well and be successful as adults.

3 Refer students to the example and point out that they should summarise briefly, using their own words. You could also ask them to decide whether each paragraph seems to be making a positive point or a negative one or a mixture of the two. If students need support, you can elicit possible answers for paragraph B from the class before students continue working in pairs or small groups.

Suggested answers
Para B: the possible effects of negative reviews
Para C: a young actor's reflections on her experiences
Para D: one possible reason why there are good young actors in the profession now
Para E: an example of how young actors are supported in their work
Para F: a reaction to watching someone being filmed
Para G: the large amounts of money that young actors can earn

4 Students should be able deduce the meaning in most cases, but you might want to help them with *emerge unscathed* by referring them to the whole context in paragraph 6. To give them the opportunity to practise using the language, you could ask one or two personalised questions, e.g., *When was the last time you had* ***mixed emotions*** *about something? What would you have done if you had* ***missed out on*** *the chance to do this course?*

Answers
1 when they become adults; later in their careers
2 extremely careful searches
3 what negative things might happen to him as a result
4 both positive and negative feelings
5 come through the experience unharmed
6 denied her as many opportunities as it provided
7 lose the opportunity of attending school
8 manage the changes necessary to become an adult actor

5 This is an exam task so tell students to work individually. As they have already read the article and paragraphs, you could set a shorter time limit of 8–10 minutes. Put students into small groups to share their answers. Tell them to justify their choices by identifying ideas and reference words that connect one paragraph with another. If there are disagreements, they should try to resolve them through this discussion. Elicit the correct answers from the class and give special attention to paragraphs that students had difficulties deciding about.

Answers
1 G **2** A **3** E **4** C **5** F **6** B (Para D is not used.)

6 Brainstorm ideas for question 1 with the class before putting students into pairs to discuss question 2. During feedback you could also ask for their own opinions on whether or not children are likely to be benefited or harmed by being cast in films at an early age.

Suggested answers
1 film director, producer, screenwriter, set designer, director of photography, costume designer, props master, make-up artist, casting director, film editor, composer, location manager, lighting technician, researcher

Grammar SB page 78

Linking ideas: relative and particle clauses

▶ **Page 171 The COMPLETE grammar reference**

Lead in
This is a dictogloss activity (a supported dictation where learners reconstruct sentences). With books closed, tell students you are going to read a short text twice (the text includes relative and participle clauses). The first time, they should listen to get a general idea. The second time, they should note down the important content or information words they hear (e.g., nouns, main verbs, adjectives). They should NOT write full sentences or the grammar words (e.g., *and, are, this, that, which*). Then read out the following twice, at normal speed:

I told the students who had handed in their essay that they could go a little early. I meant to leave early too, but, concentrating on marking, I lost track of time. As a result, I got stuck in traffic, which is why I missed my favourite TV programme.

Put students into groups and tell them to use their combined notes to put the text back together. Point out that although their reconstructed text does not need to be identical to yours, it should be grammatically accurate. Once groups have finished, invite them to read their text to the class. You can then write the original text on the board and get students to compare their grammar choices with the original.

1 Students work individually before comparing their answers with a partner. Monitor and support weaker students. During feedback, make it clear that both *that* and *who* are possible answers for sentences 6 and 7. *Whom* is also correct for sentence 6, although this object form is now more often reserved for use in phrases with prepositions, e.g., *for whom*, *with whom*, usually in a formal context. You may also want to point out that *in which* could be used instead of *where* in sentence 1 (because *where* means 'in/at/to which [place]').

Answers
1 where **2** which **3** undertaken **4** in which
5 encouraging **6** that/who **7** who/that **8** teaching

2 It may be best to work through these grammar questions with the whole class. If you find that students are struggling with some questions, direct them to the COMPLETE grammar reference, pages 171–172 and guide them through the relevant sections.

Answers
1 a 1, 2, 4, 6 and 7 b 4, 6 and 7 c 1 and 2
2 a 3, 5 and 8 b present: 5 (encouraging), 8 (teaching); past: 3 (undertaken) c 3
3 In sentence 6 *that* or *who* can be left out. It introduces a defining relative clause and it is the object of the verb in that clause.

3 Start by asking students to read through the sentences quickly and decide whether the relative clauses are defining or non-defining (they are all non-defining except for number 7). Point out that defining relative clauses are not separated from the rest of the sentence by commas as non-defining clauses are. Tell students to work individually to complete Exercise 3 and refer them to the table on page 172 of the COMPLETE grammar reference if they need help with these pronouns.

Answers
1 which **2** who **3** whose **4** where **5** in which
6 which **7** who/that **8** for whom

Fast finishers
Ask students to write a paragraph about their favourite TV comedy series. They should aim to include at least three relative clauses. Once the rest of the class have finished Exercise 3 and you have elicited the answers, ask the fast finishers to read their paragraphs and encourage others to comment.

4 Discuss the first two questions with the whole class before putting students into pairs to describe a programme of their choice.

5 Read through the COMPLETE grammar reference section on participle clauses (page 172) with the class to establish the differences between the three participle forms. Make sure students understand that while present and perfect participles have an active meaning, past participles have a passive meaning. Students complete the exercise individually before comparing their answers with a partner.

Answers
1 quivering **2** based **3** Having read **4** made **5** specialising

Linking ideas: apposition

6 Read the rubric with the students and focus on the example before they start the exercise. Point out that we could use a relative clause here (*who was the person …*) but because the two nouns, *chaperone* and *the person*, are referring to the same thing, they can be put together without any need for a full clause. Page 172 of the COMPLETE grammar reference gives further information and examples if you need them.

Suggested answers
1 *Tenet*, a science fiction film, was released in 2020.
2 The film follows the story of a secret agent, The Protagonist.
3 The two stars of the film are John David Washington and Robert Pattinson, both well-known actors.
4 The title of the film is a palindrome, a word that reads the same forwards or backwards.

Reading and Use of English Part 1 SB page 79

Read through the exam advice with the class. On the third bullet point, point out that while some options may be incorrect because they are grammatically wrong, others will fit grammatically but will not fit with the logic of the sentence or collocate naturally with the word(s) before or after them. On the last point, tell students that they should not waste time on questions they are not sure about. It is best to make a guess and move on – they can return to reconsider problematic questions at the end.

Exam advice

1 Before putting students into pairs, give them time to read the questions and make notes if they wish. Remind them to give reasons and examples to support their ideas.

2 Tell students to cover the list of options as they read – at this stage they are just looking for the main ideas in the text. Set a short time limit of no more than one minute for the reading. You could ask students to close their books before they discuss in pairs, as this will encourage them to express the ideas using their own words.

3 Look at the example with the class and ask why the answer must be B (because the other nouns are not followed by *on*: *insight into*, *approach to*, *overview of*). Tell students to complete the task individually and set a time limit of 12 minutes. You may prefer to tell students to check some of their answers using a dictionary before you elicit them. During feedback, focus especially on questions that students found difficult and elicit reasons for choosing one option and not the others. Make sure students record any collocations that they need to remember, e.g., *When it comes to* (*something* / *doing something*), *celebrity status*, *clear your head/mind*.

Answers
1 B **2** D **3** A **4** D **5** C **6** A **7** D **8** B

4 Students discuss in small groups. If you want them to recycle the unit's grammar, encourage them to link their ideas using relative and participle clauses and apposition where appropriate. If you choose to do this, give students time to write two or three sentences before grouping them.

Vocabulary SB page 80

Money words and idioms

Lead in
With books closed, put students into small teams. Tell them they have one minute to brainstorm all the phrases and collocations they can think of which include the word *money* (e.g., *to spend* / *waste* / *earn* / *run out of money*, *pocket money*, *dirty money*). The winning team is the one which comes up with the biggest (correct) list.

1 If you want to increase the level of challenge, tell students to cover the boxed list of verbs and guess the answers from the context. Then they can use the boxed list to check their ideas. When eliciting the answers, make sure students have used the correct verb tense.

Answers
1 renting **2** earn, buying, selling **3** hiring **4** lend, pay **5** borrow

2 Pre-teach *buck* (a colloquial word for 'dollar'). Stronger students should work individually to complete the sentences, guessing any answers they are not sure of. Weaker students can work in pairs. In whole-class feedback, elicit the meaning of the expressions *make a quick buck*, *cost a fortune*, *make ends meet* and *have money to burn*. Then ask students to discuss the questions in pairs.

Answers
1 sell **2** make **3** buy **4** pay **5** afford, costs **6** meet **7** take out **8** burn **9** raise

Fast finishers
Tell fast finishers to write a question for each of the three verbs which were not needed in Exercise 2 (*cover, shop, borrow*) for their classmates to answer later, e.g., *Do you prefer to* ***shop*** *in person or online? What would you do if a friend* ***borrowed*** *money from you and didn't pay it back? If you didn't have the money to* ***cover*** *an important bill, what would you do?* Once the class have completed Exercise 2, invite the fast finishers to ask their questions.

3 Give students a minute or so to read the sentences and choose the alternatives that they think are correct. Confirm the correct answers before they go on to discuss the meanings in pairs. During feedback, you could ask students if there are idioms with similar meanings in their language and if so, to translate them into English.

Answers
1 mouth **2** trees **3** cash **4** nose **5** way **6** water
7 purse **8** bank

4 Tell students to work individually. Remind them that these are common errors that candidates make in the C1 Advanced exam.

Answers
1 ~~gaining~~ earning
2 ~~afford~~ cover, ~~spend~~ pay/give
3 ~~pay~~ buy / pay for
4 ~~borrow~~ lend
5 ~~rent~~ borrow
6 ~~buy~~ spend
7 ~~earned~~ raised

Speaking Part 4 SB page 81

▶ **Page 213 Speaking bank**

Read the exam advice with the students. Point out that while they are being evaluated on their ability to give opinions and reasons and respond to their partner, they are not being evaluated on their ideas. To prepare them for Exercise 3, you may wish to point to the third bullet point and elicit example phrases to agree, disagree or partially agree.

Exam advice

1 Put students into pairs or groups to discuss the Part 3 prompts. If they need additional support, you may wish to choose one of the prompts and elicit ideas from the class. Don't give a lot of time to this task as the main focus of this section is on the Part 4 task, but the discussion will help prepare students for the questions that will follow.

2 Give students a minute to read and consider the questions before putting them into pairs. Make sure they understand that they are not being asked to answer the questions at this stage. During feedback, if a number of students have identified the same questions as difficult, spend a few minutes eliciting possible responses. These might include formulations which allow for thinking time, or hedging, e.g., *Well, the effectiveness of team-building activities isn't something I've really considered before, but I guess they can be helpful in certain circumstances. For example, …* Explain to the students that if they don't have any definite views on a given subject, it is quite acceptable to say so, but they should still speculate and offer tentative opinions using expressions like *might/may/could*, *possibly/perhaps*, *I imagine/suppose*, *It may be that*, *I tend to feel that*, *It seems (un)likely that.*

3 Give students time to read the questions and encourage them to make notes as they are listening. Allow them to compare their answers with a partner before you elicit them.

Answers
1 They are answering questions 1 and 4.
2 Extract 1: Her main point is that the activities are worthwhile and people enjoy them.
Extract 2: Her main point is that the activities are more useful in large clubs because members find it harder to get to know each other.
3 Extract 1: She partly agrees.
Extract 2: She agrees.

Track 26

Extract One

Laura: No, not at all. I think it's really important for people who are going to be spending time together to get to know each other properly as quickly as possible. I don't have any experience of these activities myself, but I imagine if they're well thought out, they can be very worthwhile for the people who go on them as well as for any clubs and organisations they belong to. There are probably a few individuals who can't see the point of them – and ironically, these may be the people who most need these activities – but I'd say the majority find them enjoyable and useful.

Examiner: What do you think, Marta?

Marta: Well, I think I'd benefit from them personally, but not everyone would be comfortable with activities like these and I don't think they should be forced to take part if they don't want to.

Extract Two

Marta: I'd say it's easy for individuals to feel a bit lost in a large club, and particularly when they first join, especially if they don't already know anyone who belongs. In this situation team-building activities provide opportunities for people to get to know each other better more effectively than simply leaving things to chance, so that when they start joining in club activities, they feel more comfortable. That's not likely to be such a problem for members of smaller clubs, where everyone gets to know everyone else quite quickly.

Examiner: Do you agree, Laura?

Laura: Yes, I do. I think in smaller organisations people tend to get together socially, and maybe don't need things organised for them.

Extension activity
Play the recording for Exercise 3 again and tell students to write down three phrases they would like to use in the Speaking exam. Once they have finished, put them into pairs to share their chosen phrases and why they want to use them, e.g., *I wrote down 'I don't have experience of these activities myself, but I imagine ...' I'd like to use this when I don't have much knowledge about a topic. It would also give me some thinking time.*

4 Give students a minute to read the boxed words and think about how they can use some of them to talk about the questions in Exercise 2. Then put the students into pairs and give them five minutes to complete the Part 4 task. Explain that they should aim to answer all six questions, but if they don't manage to cover them all, that is fine. While they are doing this, write the following questions on the board:

Did you both speak for the same amount of time?
Did you listen and respond to each other's opinions?
Did you fill the whole five minutes?
If there were difficulties at any point, how could you have dealt with these issues?

When the pairs have completed the task, ask them to consider these questions. Elicit comments from the students about their performance and how they could have done better.

Writing Part 2: An informal letter SB page 82

▶ **Page 196 Writing bank**

Lead in
Discuss the following questions with the class: *What sorts of things come through your letter box at home? Do you or does anyone in your family ever receive personal communications in the post? If so, from whom?*

Read the exam advice with the students. Focus on the last point and elicit formal and informal ways to start and end a letter. Check that students understand that if a formal letter starts *Dear Sir or Madam,* it can end with *Yours faithfully* but not *Yours sincerely.* Also, point out that first names used in a neutral or informal letter, for example *Dear Hannah,* are not followed by the surname, ~~*Dear Hannah Reynolds*~~. If students are not sure about these conventions, refer them to the *Key language* table on page 197 of the Writing bank.

Exam advice

1 Set a time limit of a minute for students to work individually before putting them into pairs.

Suggested answer
when the contact needs to be official, formal or serious, e.g., a letter of application, resignation, condolence or complaint

2 Encourage students to underline examples of formal and informal words and phrases as they read through the extracts. Students work individually before comparing their answers with a partner. Monitor and support weaker students.

Answers
Suggested order: **1** B **2** E **3** D **4** C **5** A

3 Support weaker students by focusing on extract A and eliciting the answer to the first question before pairing them to complete the activity. You could put pairs together into groups of four to share their answers before you elicit them.

Answers
1
A asking a friend let him/her stay for a few days
B a holiday rental company confirming payment and reminding the client of conditions
C inviting staff and students to an end-of-term party
D thanking musicians who played at a party
E apologising to a customer for damage to a package of books in transit
2 *(Suggested answers)*
A The two people know each other well.
B This is part of a business transaction between the company and the person renting the property.
C The tutor or student who is writing has a friendly relationship with the people involved in the course.
D The party organiser/host was pleased with the music and wants to show his/her appreciation.
E The company is making a polite apology to a customer who has complained.
3
A am looking (leaving out *I*), put me up, didn't, meet up, I'd, I'll be around, Don't worry, it's, loads of, it'd be good
B no informal features
C to get everyone together, we're asking (people) over, It's, hopefully, shouldn't
D Just a short note (leaving out *This is*), as well, set the evening up
E no informal features

4 Elicit a few suggestions from the class for number 1, pointing out that there is more than one correct answer for all of these expressions. Put students into small groups, making sure there is one stronger student in each. If they come up with several different answers for some questions, ask them to choose the one they like best. Set a time limit of between five and ten minutes, depending on the students' level. Once they have finished, invite groups to write their expressions on the board. Encourage peer correction before you correct errors yourself.

Suggested answers
1 (This is) Just to let you know (that) …
2 your holiday that's coming up soon / the holiday you've got coming up
3 will be taken from your credit card
4 the week after you leave
5 I'm very sorry about this
6 We try really hard
7 To start with, I wanted to know about / I asked about
8 If you want / you'd like me to do it for you
9 There's something else we need to think about
10 I can't tell you what to do about this

5 Elicit the point that the openings are too formal. Working individually, students write more appropriate versions of the paragraphs, conveying the same information. Then put them into pairs and tell them to exchange their paragraphs. As they read their partner's work, students should correct any spelling and grammar errors they notice and identify any language that is still not appropriate. Then partners work together to produce two improved paragraphs which they can share with the class.

Suggested answers
A Good to hear from you – it'll be great to get together when you're over here in November. Unfortunately, we've got people staying at that time, so we won't be able to put you up – sorry.

C Thanks for the/your invitation to the college get-together in June. It sounds great and I'll certainly be there.

6 Students discuss the questions in pairs. In whole-class feedback make sure they justify their ideas.

Suggested answers
1 quite informal as this is to a friend
2 Should Stevie go on tour with his classmates or stick with his friends?
3 & 4 Students' own answers

7 Students work individually on this exercise. As they consider where these points should go, encourage them to note down any ideas that occur to them about what they could say for some of them. After eliciting answers, ask: *Which part of the letter should be the longest?* (the middle part). Make sure students recognise that this is the main body of the letter, where they will need to offer advice, supported by reasons, in response to Stevie's question. This will call for one or two substantial paragraphs, whereas the beginning and end of the letter should be quite brief.

Suggested answers
1 end **2** middle **3** beginning **4** middle **5** end **6** middle

8 Point out that all of these expressions relate to the middle (main body) of the letter and remind students of the importance of using a range or grammatical structures accurately. Elicit the answer to the first question before putting students into pairs to complete the activity.

If they are not sure of some answers, advise them to try out a verb in the three forms (e.g., *go / to go / going*) for each sentence opening, to see which one sounds right.

Answers
a 4 and 9 **b** 1, 3, 6 and 10 **c** 2, 3, 5, 7 and 8

9 Set a time limit of 45 minutes and remind students to plan their answer before they start writing. They can use ideas from Exercise 7 but will need to plan out the main body of their letter in more detail. If students are not yet spending enough time planning (between five and ten minutes), you may wish to set a specific time for this. Once students have finished, give them time to check their writing and make corrections or improvements.

Extension activity
Hand out a sheet of paper to each student. Ask them to think back to Exercise 6 and explain that Stevie decided to go on the nationwide tour. They are now going to write a letter from Stevie, describing how it went. Ask the students to write an introductory line and then to write the following openings for the next five paragraphs:

At first …
Then …
However, things started to go wrong when …
After that …
In the end …

They now pass the paper to the student on their left, and they each continue the letter they receive, starting the paragraph with the words given. When they have finished their paragraph, they pass the paper on to the next student, who then adds a paragraph. Repeat the process until the endings have been written. Then tell students to return the papers to the original writer and invite them to read out the letters to the class.

Vocabulary

Musical styles

classical	folk	pop
dance music	jazz	rap
disco	Latin	rock

Concerts

backing group	lyrics
blown away	master
gig	musician
lively atmosphere	warm-up band

Complex prepositions

by means of	in place of
in aid of	on account of
in exchange for	on behalf of
in keeping with	with regard to

Phrases and collocations

closed as many doors as it opened
emerge unscathed
further down the line
miss out on school
mixed emotions
negotiate the transition
painstaking searches
potentially unleashing

Money words

afford
borrow
buy happiness
cover expenses
earn a living
hire
lend
pay back
pay for something
raise money
rent (a room/house, etc.)
sell yourself
take out a loan

Money idioms

break the bank
cost a fortune
hard cash
have money to burn
hold the purse strings
make a quick buck
make ends meet
Money doesn't grow on trees
pay through the nose
pay your own way
put your money where your mouth is
spend money like water

Vocabulary activity 1

Tell students they are going to write a Japanese haiku poem in pairs, using vocabulary from the lists. Tell them that a haiku has just three lines and 17 syllables (check that they know what a syllable is). The syllable pattern is 5, 7, 5. Point out that the poem does not need to rhyme. Students can choose the theme; however, as they need to use vocabulary from the lists, they may prefer to use themes such as *free time*, *films*, *art* or *money*. To get students started, write one or two examples on the board and ask them to count the syllables. Then put them into pairs to write their own poems. Examples:

Blown away by jazz, (5 syllables)
those mixed emotions from the (7 syllables)
master musician (5 syllables)

Don't take out a loan – (5 syllables)
you cannot buy happiness. (7 syllables)
Instead, save for it. (5 syllables)

Vocabulary activity 2

In small groups, students create a poster for a music concert. The music can be in one or more of the styles listed or another style of their choice. When producing the poster, students should consider the following points:

- the name of the concert, featuring the main performer(s)
- where and when it is taking place
- information about any warm-up or backing groups
- how much tickets cost and whether the event is in aid of a charity

Once groups have completed their posters, you could display them around the room and get students to say which concert they would prefer to go to and why.

DIGITAL CLASSROOM

Practice Extra Unit 7

Test Generator Unit 7 test

Test and Train Exam Practice

8 Sound and vision

Unit objectives

Topic: media

Reading and Use of English Part 3: reading the text for gist before doing the task; identifying word type

Reading and Use of English Part 6: paraphrasing key words and phrases; understanding complex sentences; identifying opinions

Listening Part 3: identifying main ideas in the questions before listening; listening for ideas rather than specific words or phrases

Writing Part 2: a proposal: supporting persuasive suggestions with factual information; formal language; using a plan to structure an answer

Speaking Part 3: turn-taking, listening and responding to your partner; using imprecise language appropriately

Grammar: reported speech; transitive and intransitive verbs

Vocabulary: prefixes and suffixes; reporting verbs

Starting off SB page 84

1 Refer students to the images and elicit from the class what the different sources of information are (clockwise from top right: radio, newspapers, tablets, smartphones, TV, books) before putting students in pairs to discuss the question. Give pairs a couple of minutes to discuss the different sources of information before whole-class feedback. During feedback, you may want to pre-teach some or all of the following vocabulary that appears in the Listening Part 3 task on page 84: *breaking news, broadcasting,interviewing techniques*, *media organisations*, *online editions*, *printed copies*, *sound engineer*, *(radio) station*.

2 Establish that 'older forms of media' refers to those that have existed for 80 years or more, i.e. print media (books and newspapers) and radio, as opposed to modern electronic media. Put students into groups to discuss and note down advantages and disadvantages. Alternatively, you could divide the class in half and ask groups in one half to consider the advantages of each form of media and the others to consider the disadantages. This could provide the basis for an informal class debate.

3 Elicit one or two examples from the class before putting students into pairs or small groups to discuss the question.

4 Give students time to read the list and make notes if they wish before putting them into new pairs. During feedback, you may want to take the opportunity to create a whole-class list of online sources, particularly for the second and final bullet points, which could be useful for students' English language studies.

Listening Part 3 SB page 84

Tell students to read the exam advice. Remind them that the questions are presented in the same order as the information in the recording. In an interview, the interviewer's questions will often signal which exam question is about to be answered. Tell students that if they miss the answer to one question, they should move on to the next, keeping pace with the recording. They can return to unanswered questions when they hear the recording a second time.

Exam advice

1 If you are teaching an international class, sit students from different countries together. For question 2, you could introduce the phrase *tune in* to talk about a particular radio station or show that we listen to, (e.g., *I tune in to Tanya Talks on Radio 1 every week*). During feedback, ask if any students have contributed to a school/college magazine themselves. Also, if students do not listen to local radio, ask them to explain why not.

2 Give students a minute to read the questions and options and underline the key words. Remind them that the correct option will be a paraphrase of information that they hear in the text. Play the recording twice. Students complete the task individually, and then compare their answers with a partner before you elicit them, justifying their choices if they disagree. Alternatively, if you want to identify students who need more support, you may prefer to elicit the answers without allowing them to compare.

Answers
1 D **2** B **3** D **4** A **5** C **6** A

Track 27

Interviewer: I'm with final-year university student Kate Evans and radio personality Harry Fielding, who've both been involved in university student media organisations. Kate, you joined your university's student newspaper – what was behind that decision?
Kate: Well, a friend invited me to go along and help out on it. Admittedly, I wasn't that enthusiastic initially, I'd been feeling time was running out to decide what to do after graduation, and didn't think it would present a possible way forward workwise, despite the paper's great reputation. My friends all had their futures

mapped out – and I was panicking about being left high and dry. Luckily, after a few shifts, I discovered I was wrong and could see where the paper could lead.

Interviewer: So, tell us about your experiences of working there.

Kate: Well, I was frightened when I joined, worried it would be a high-powered news room full of serious people. Thankfully, it's pretty relaxed and everyone is really supportive of one other. We're all beginners, slowly building up our know-how. I admit, my interviewing techniques and graphic design skills would benefit greatly from a course, but I think it's a great way to start to learn the ropes.

Interviewer: Student newspapers are increasingly publishing online rather than in print. What's your view on that?

Kate: Well, obviously with print, there's a cost, especially as sourcing greener and more sustainable printing can be expensive. And of course, with online editions, breaking news stories can be instantly included, rather than having to wait for the next print run, which is great for promotion via social media. But with our printed copies, we distribute updates for major stories. Having said that, print circulation figures are still important. It certainly helps to give a student letting company an idea of how many papers we deliver when persuading them to advertise. Without that, we risk losing valuable income.

Interviewer: And Harry, since you graduated, you've worked as a radio sound engineer and presenter. And you started through university student radio.

Harry: Absolutely. I started studying electronic engineering at uni without a specific career in mind. I discovered through another student I bumped into at a party that the university's radio station was the best in the country, so I signed up. I soon found my feet there, worked my way up to being a presenter, and developed my own style. All that provided a great stepping stone for my subsequent career. I also took on the role of station manager for a while – managing budgets, programming – but soon realised that my skills were better used elsewhere.

Interviewer: So for students considering following in your footsteps, how does student radio compare to real-world broadcasting?

Harry: Well, even if radio doesn't seem the right career for you, student radio's good fun – but that doesn't mean you won't have to work hard! But you get far more chances to really push the boundaries of your imagination – a privilege you might not get in professional radio! Obviously, how people listen to radio is changing, with content increasingly delivered digitally – but creating new content, and the technical knowledge to broadcast it, still needs to be acquired, and student radio's an excellent start – although you may find your station's kit leaves something to be desired, depending on where you're studying.

Interviewer: So, both of you – how important are student media organisations? Kate?

Kate: Well, I've recently found a post with a national newspaper, working in global news and the arts. But without the experience I've had, it would have been harder to get a foot on the ladder, especially in an industry that depends on connections to get you through the door. And no matter how the material is consumed by young people, whether online or in printed form, we'll always need writers and broadcasters to produce content – that'll never change. I can't see a day coming when that'll be generated by automatic processes.

Interviewer: Harry?

Harry: I now mentor a lot of young people looking for media careers, and if those student media opportunities disappear, it'll be a lot harder for new talent to get the skills they need to break through. It's often said young people don't listen to the radio or read newspapers. They do, but they're consuming the content in non-traditional ways – so we'll always need writers and broadcasters to produce it. And through the media, they engage with local and world affairs – climate change, political matters – and help maintain things like a vibrant creative arts world.

Interviewer: Thanks!

Extension activity

Working in small groups, students listen again to the recording and identify the options which are distractors. Pause the recording at points, so that student have time to make notes and discuss their ideas before moving to the next question. In whole-class feedback make sure students support their ideas with evidence from the recording, e.g., *For question 1, option A is a distractor because a friend did introduce Kate to the paper and she was unenthusiastic at first. However, she doesn't say she joined so as not to disappoint her friend.*

3 If you chose not to do the extension activity, you may want to play the recording again for question 1. To prepare for question 3, you could start by brainstorming jobs in different media (e.g., *journalist/reporter*, *presenter/host*, *camera operator*, *editor*, *researcher*, *sound engineer*, *director*, *producer*). When students are discussing this question, encourage them to recycle language from previous units, e.g., personality adjectives (page 8), aspects of work (page 40) and expressing possibility and probability (pages 45–46). For example: *I wouldn't want to be a journalist. They're **highly unlikely** to **work set hours each day** and need to be super-**competent**. That's just not me. I'm …*

Answers

1 They both got a lot of experience in their respective fields. Kate has now been offered a job on a national newspaper, and Harry's range of experience has led to work as a mentor in media careers.

2 *(Suggested answer)* They might have found the work they were doing a distraction from focusing on their studies, and also difficult to fit in time-wise.

4 Answer the first question with the class and allow weaker students to work in pairs or groups. Once you have elicited the answers, you could encourage students to make personalised sentences using these verbs. This can help them internalise the language and improve their retention of the vocabulary. For example: *I've got my future **mapped out** – after I have passed the C1 Advanced exam, I'm going on to study in the UK and then …*

Answers

1 running **2** mapped **3** met **4** found **5** worked **6** get **7** provided **8** took **9** following **10** push **11** get

Grammar SB page 86

Reported speech

▶ **Page 173 The COMPLETE grammar reference**

Lead in

Remind students that when we relay what someone has said to another person, we use reported speech. In reported speech we don't directly quote the person, so we have to amend their words slightly. Elicit some of the changes we make (remove quotation marks, change the tense, change some words, e.g., pronouns) and then write the following sentence on the board:

'I am going to my parent's house tomorrow. They want me to repair their washing machine.'

Explain that you would like the class to put this into reported speech. Begin the sentence with: *He said that …* and invite students to come to the board and complete the sentence. The final sentence should read as follows:

He said that he was going to his parent's house the next day (or the following day) because they wanted him to repair their washing machine.

1 Elicit the answer to the first question with the class and draw attention to the change in tense and word order in the reported question. Then put students into pairs to complete the exercise. Don't elicit the correct answers until they have completed Exercise 2. If students need help, tell them to look at the examples for reported statements in the COMPLETE grammar reference, pages 173–174.

Answers

1 How important are student media organisations?
2 I've recently found a post with a national newspaper.
3 I can't see a day coming when content will be generated by automatic processes.
4 It's often said that young people don't listen to the radio.
5 We'll always need writers and broadcasters to produce content.

2 Students check their answers with the recording. Give them an additional example with a reported *yes/no* question, to remind them of the use of *if* or *whether*, e.g., *The interviewer asked if they were enjoying their work.* ('Are you enjoying your work?') You might feel it advisable to read through the section on reported speech in the grammar reference with the whole class before going on to Exercises 3 and 4.

Track 28

1 So, both of you – how important are student media organisations?
2 Well, I've recently found a post with a national newspaper …
3 … people creating the content are still needed – that'll never change. I can't see a day coming when that'll be generated by automatic processes.
4 It's often said that young people don't listen to the radio …
5 … they're consuming the content in non-traditional ways – so we'll always need writers and broadcasters to produce it.

3 Remind students they should not try to write down full sentences, just the main words (e.g., *you ever listened student radio?*). Pair weaker with stronger students. Stronger students can then provide support when pairs create reported sentences in Exercise 4. Play the recording twice.

Track 29

1
Latifa: Have you ever listened to student radio, Jake?
Jake: Yes, I tuned in for the first time yesterday. It was brilliant!
2
Jake: How hard is it to become a journalist, would you say?
Latifa: Well, I think it could be quite difficult.
3
Latifa: What will you do after graduation?
Jake: If I can't get a job, I'll probably go travelling for a while.
4
Jake: What time are you leaving tomorrow?
Latifa: About 10 am

4 Before students start the task, direct their attention to the reporting verbs and encourage them to use these where possible as alternatives to *said*. Give students three or four minutes to write their sentences. Then they work with their partner to put their reported questions and answers together and discuss whether they are correct. During feedback, elicit peer correction before correcting any errors yourself. For more practice with reported speech, students could do Exercise 2 on page 174 and/or Exercise 3 on page 175, either in class or for homework.

Suggested answers

1 Latifa asked Jake if/whether he had ever listened to student radio. Jake said (that) he had tuned in for the first time the day before / the previous day, and it had been brilliant.
2 Jake wondered how hard it was to become a journalist. Latifa thought it could be quite difficult.
3 Latifa wanted to know what Jake would do after graduation. Jake replied that if he couldn't get a job, he would probably go travelling for a while.
4 Jake asked Latifa what time she was leaving the following day. Latifa told him (that) she was leaving at about 10 am.

Vocabulary SB page 86

Prefixes and suffixes

1 Remind students of the work they did on prefixes and suffixes in Unit 2. Before they begin the exercise, you could give them one or two examples of a negative prefix and a noun suffix, e.g., *happy – <u>un</u>happy, <u>un</u>happi<u>ness</u>; possible – <u>im</u>possible, <u>im</u>possibi<u>lity</u>*. Check the answers for the adjective prefixes before students consider the noun forms. Explain that most of the nouns are formed by adding a suffix, but not all of them. Encourage students to use a dictionary to check any answers they aren't sure of.

Answers
1 unpopular **2** inexperienced **3** inefficient **4** illegal
5 dissatisfied **6** irrelevant **7** imperfect **8** uncertain
Nouns:
1 unpopularity **2** inexperience **3** inefficiency **4** illegality
5 dissatisfaction **6** irrelevance **7** imperfection **8** uncertainty

2 Elicit the answer for the first verb (disapprove). Tell students to work individually, but allow them to consult each other or to use a dictionary when they need to. You could break the task down into two parts and elicit the answers for the verbs in the table before students go on with the nouns. Monitor and support weaker students.

Answers
1 disapprove **2** relocate **3** interact **4** misunderstand
5 underestimate **6** reconstruct
Nouns:
1 disapproval **2** relocation **3** interaction
4 misunderstanding **5** underestimation **6** reconstruction

Fast finishers
Ask fast finishers if they can think of one other example of a verb + noun for each of the prefixes used in Exercise 2, for example, *agree – disagree, disagreement; view – review, revision,* etc.

3 Some of these prefixes are less commonly used and may be hard for students to think of. Give them a few moments to recognise as many of the words as they can and then elicit or supply the answers. You could add some other examples, e.g., *autopilot*, *co-author*, *non-existent*, *ex-wife/husband*, *semi-final*.

Answers
1 autobiography **2** co-pilot **3** non-fiction
4 ex-president **5** semi-detached

Reading and Use of English Part 3 SB page 87

1 Elicit the five senses (taste, hearing, sight, smell, touch) and then put students into pairs to discuss the questions.

Read through the exam advice with the class. Point out that if a prefix is needed, it may not necessarily be a negative one: it could be one of the other prefixes from Exercises 2 and 3 on page 86, for example. Also remind students that a word may need several changes to have the right form and convey the right meaning, e.g., *DEFEND – indefensible, OCCUPY – preoccupation, DECEIVE – deceptively.*

Exam advice

2 Set a short time limit of one minute for students to read. The aim here is for them to pick up the main ideas in the text before they consider it in detail.

Suggested answers
1 It was a system that added sound and sensations (even simulated motion) in a cinema while a film was running, to match what was on the screen (e.g., an earthquake) and heighten the viewers' experience.
2 The writer mentions that how people perceive different smells and tastes, for example, can vary widely, so the sprays and drinks provided may not have the desired effect of creating an attractive taste or smell. Also, the equipment may turn out to be quite complex, which might not be very relaxing when watching TV.

3 Set a time limit of 12 minutes for students to complete the exam task individually. Remind them to read through the whole text again at the end, to make sure it makes sense with the words they have written. During feedback, elicit alternative answers that students may have given for each question and discuss with the class why these are incorrect. Check the spelling of the correct answers.

Answers
1 enrich **2** combinations **3** persuasive **4** novelty
5 unforeseen **6** perception(s) **7** subjective **8** complexity

Speaking Part 3: SB page 88

▶ **Page 211 Speaking bank**

Lead in
Write on the board: *The power of advertising.* Ask students to think of a time when they bought something they didn't really need after they saw or heard it advertised. Invite students to share their experiences with the class. In the unlikely event that no students have been influenced by advertising, share one of your own experiences (or make one up).

1 Before students discuss the questions, ask them to describe what they see in the photos. For the top one, you may want to introduce the term *shopping channel* or *teleshopping* (a type of TV programme where presenters pitch a range of products and encourage viewers to buy them at 'bargain' prices). Elicit the word *billboard* for the second photo. Then put students into pairs or small groups to discuss the questions.

Read the exam advice with the class. As some students worry about partnering with a candidate who does not communicate well, you may want to point out that although this a collaborative task – which means they should involve their partner at every point – examiners assess individual performance, so they won't be penalised if their partner does not perform well.

Exam advice

2 Remind students to keep their focus on the question when they are jotting down ideas. Invite one or two stronger students to share a few of their ideas.

3 Give students time to read the questions before playing the recording.

Answers
1 They address all of them.
2 *(Suggested answer)* They give quite full answers to the topics they address, apart from newspapers, where they don't really address the idea of what changes in behaviour newspapers can bring about.
3 *(Suggested answer)* Yes, they do, but the subject of newspapers is discussed in less depth than the others.
4 Yes – they both contribute fairly equally, without one person dominating, and they each respond to what the other person says.

Track 30

Daniel: So let's have a look… the first one's celebrities. I guess there's all sorts of stuff they could influence, isn't there? I mean, I don't personally take much notice of what they're up to, but the way they dress, what they're doing and so on is hugely important to some people.

Marta: Mmm, especially young people who might want to copy them – their clothes, things like that. But you do see them using that influence to champion good causes, highlight stuff, you know, which is brilliant, and they can have a really positive effect. And I'd say social media is another powerful influence, wouldn't you?

Daniel: Definitely, but not always with such positive outcomes.

Marta: No, I mean, there have been all kinds of movements and ideas promoted on social media that have changed people's thinking and behaviour, sometimes in quite dangerous ways, and they wouldn't have a platform without social media.

Daniel: No, but it's also been a force for good in many ways – it's highlighting things like climate change and so on, that we need to be aware of.

Marta: True. So, then what about environmental groups? I mean, some of those have really caught my attention with their adverts and so on, and made me change my behaviour to try and be more environmentally friendly.

Daniel: I'd agree with that. As for political groups, I've always tended to think people probably naturally belong to one group or another regardless of any publicity they put out, so I'm always surprised during elections when there's a massive change of direction.

Marta: Well, they may have a lot of influence over people's voting choices, but once those choices are made, do those groups continue to influence behaviour? I'm not entirely sure …

Daniel: And maybe both of those groups exert their influence through other media like TV and radio? Loads of people use the TV news as their main source of information.

Marta: … although they may have made up their minds about what they think before they tune in. That might determine which programmes they watch. But TV's certainly a powerful platform – and it's so accessible, and does influence what people think, and what they buy …

Daniel: Yeah, and pretty much every house has got a television and you can watch on a computer if you haven't. But what about radio? I mean, I'm a real radio fan – I listen to loads of new bands on music channels, but I don't know how widespread that is.

Marta: Well, it's the same as TV – you can listen on the move, can't you, although maybe that's a newish concept for older people? But I do think people are influenced by what they hear – they might get live festival tickets and so on based on the music they've heard on the radio – but whether it affects their ideas, I'm not so sure.

Daniel: Well, there's plenty of talk radio alongside the music stuff that could almost certainly do that, but maybe those programmes are catering for a more niche audience. Anyway, we haven't mentioned newspapers.

Marta: Hmm, I'm just not sure how many people read them nowadays, what with so many other sources of information available. But maybe front-page headlines can subconsciously affect your attitude to things.

Daniel: Yeah, you don't even need to read the whole story for that to be the case.

4 Read through the rubric and the note on *-ish* with the class, making it clear that all the expressions listed may be useful in any part of the Speaking exam. After you have elicited the answers, ask students to underline or highlight expressions they do not normally use but would like to. They can then try to use some of these in Exercise 5.

Answers
I guess, all sorts of, stuff, I mean, things like that, and so on
a lot, loads of, plenty of
almost, pretty, probably, quite
the suffix *-ish* (newish)

5 Stop the discussion after two minutes and go straight on to Exercise 6.

6 Students work in the same pairs. Monitor silently and identify one or two stronger pairs who could repeat the task in front of the class once everyone has finished.

7 Play the recording twice. The second time, encourage students to note down useful phrases for reaching a decision (e.g., *I think we've more or less decided, haven't we?*). They can record the phrases in their notebooks under the heading *Useful phrases for Speaking Part 3* and refer to them when they are practising. Finally, allow some time for pairs to assess their performance for the whole of the Part 3 task, using questions 2–4 in Exercise 3 and question 2 in Exercise 7 as a checklist. If they are unhappy with their performance or if you feel they would benefit from more practice, you could put them into new pairs to do the task again.

Answer
2 They interact well, each putting forward ideas and negotiating to reach their final decision.

Track 31

Examiner: Now you have about a minute to decide which two of these influences have the greatest effect on people.

Marta: I think we've more or less decided, haven't we?

Daniel: Well, I'm not sure. I mean, we agreed that all of these can be hugely influential in their own ways – but which have the greatest effect? I think we had quite a lot to say about social media.

Marta: Its effects can certainly be extreme – but is it as powerful as TV? We talked quite a bit about that.

Daniel: So would we say that's one of the most powerful? I mean, there are all the news programmes and adverts.

Marta: Plus its accessibility. TVs are everywhere, and radio to a lesser extent.

Daniel: Yeah, we did touch on that. OK?

Marta: So, are we also saying that social media's also more influential than the other things on the list? I mean, for me it is.

Daniel: Me too. So, I think we're agreed.

Marta: Good.

Vocabulary SB page 89

Reporting verbs

1 Allow weaker students to work in pairs. Point out they may need to change the form of the verb for person or tense.

Answers
1 tells **2** talk/speak **3** discussed **4** saying
5 comment **6** spoke/talked

2 Remind students to make a note of errors that they are likely to make themselves. They can then refer to these when they are revising for the exam.

Answers
1 tell **2** saying, speak **3** mention **4** expressed
5 says **6** comment **7** told, mention **8** speak

Reading and Use of English Part 6 SB page 89

1 You could start by eliciting answers for question 1 from the class. Then give students time to read the questions and consider their ideas before they discuss in pairs.

2 Make it clear that the paragraphs are written by four different people, all of whom are social influencers. Encourage students to use the context to help them with the meaning of the expressions. Allow weaker students to check their ideas using a dictionary.

Answers
1 a process in which people work together
2 talk about something in depth to sort out possible problems
3 get readers to look at material on your website
4 accept whatever (work) people ask you to do
5 a topic on which people are likely to hold opposing opinions
6 adapt themselves in a particular way
7 made them less attractive
8 thinking in a similar way, having the same approach to things
9 quick to notice something

3 This exercise gives students practice in reading the relevant part of the text closely to identify the exact meaning. Students work individually before comparing their answers with a partner. Set a time limit of five minutes.

Answers
1 b **2** b **3** a **4** a

Remind students of the Part 6 task they did in Unit 2 and read the exam advice with them. Elicit the topic for question 1 in Exercise 4 (how the influencers select companies to work with). Emphasise that for this type of question students will need to scan each text to find the place where the writer talks about the topic and then decide which point of view is noticeably different from the others. For questions 2–4, students should first look at what the identified writer has to say on the topic, and then look for one of the others who expresses a similar or different view. One or both of the remaining texts may not deal with the topic at all.

Exam advice

4 Students work individually on the Part 6 task. Set a time limit of 15 minutes. When eliciting the answers, ask students to identify parts of the texts that enabled them to decide which option was correct and why the others were not.

Answers
1 B. B makes a different point from the others by mentioning that they are more likely to work with firms that have 'done their research' beforehand and have a clear reason for working with them. A, C and D mention the importance of maintaining their own personal brand and identifying companies that are similar to them as a basis for choosing who to work with.
2 A. Along with D, A also mentions the importance of promoting positivity – A mentions 'encouraging people to be happy and confident in themselves', and D mentions trying to 'focus on healthy self-esteem alongside the fashion and cosmetics products that I feature'. The other two don't really mention this aspect of their work.
3 C. C is the most positive of the influencers about their followers. The other three make quite negative comments, whereas C mentions that 'they're the ones who've made me what I am, and I owe them a debt of gratitude for their loyalty.' A, B and D also feel that their viewers value regular, new content, while C feels that viewers value quality, even if this means there are delays in producing new content.
4 D. D says, 'I just don't collaborate with people that aren't of the same mindset as me' and C has a similar attitude: 'I only collaborate with those businesses that match my own profile, as I grew my following by being true to my values.'

5 Give students a few moments to read the questions and consider their ideas before putting them into pairs to discuss. Make sure they give reasons and examples to support their ideas.

Grammar SB page 92

Transitive and intransitive verbs

▶ **Page 175 The COMPLETE grammar reference**

Lead in
Draw two nine-square grids on the board and fill in the first one with nine verbs, choosing a mix of transitive and intransitive verbs, e.g., *disapprove, achieve, underestimate, discriminate, deny, tackle, collaborate, emerge, reconstruct*. Divide the class into two teams to play a game of noughts and crosses. Tell team A they have ten seconds to choose a word from the first grid and produce a correct sentence using it. If the sentence is grammatically and logically correct, they can write a cross (X) in the corresponding square in the second grid. Team B then takes their turn, filling in a square with a nought (0) if their sentence is correct. The aim of the game is to get a row of three crosses or three noughts in any direction. Once the game is complete, ask students to say whether each verb is transitive (followed by an object) or intransitive (not followed by an object).

1 Allow weaker students to work in pairs or small groups. Tell them to try out the verbs with an object pronoun (e.g., *me* or *them*) in the sentences to decide which are transitive. Students can check any answers they aren't sure of by looking for the I (intransitive) or T (transitive) identification in a dictionary.

Answers
1 allowed, instructed, required, warned
2 convinced, informed, reminded, told

2 Give students a minute to consider the sentences individually before discussing the differences in pairs.

Answers
1 a intransitive, visit someone's home
b transitive, give a name to (somebody)
2 a intransitive, move very quickly
b transitive, manage (an organisation)
3 a intransitive, succeed in doing something difficult
b transitive, be in charge of (an organisation)
4 a intransitive, depart
b transitive, let (something) remain where it is
5 a intransitive, go to live in a different place
b transitive, change the position of (something)

3 Students work individually to correct the errors.

Answers
1 assure **you** **2** tell **me** **3** gave **it** to me **4** allow **us** to **5** introduced **me** to **6** wish **you**

Writing Part 2: A proposal SB page 92

▶ **Page 202 Writing bank**

Remind students that they wrote a proposal in Unit 5 and give them time to re-read the exam information on page 60. Put them into pairs to briefly discuss how they felt about writing their proposals. They should include things they found most and least challenging. For example, some students may have found it easier to structure their writing because they used headings, while others may have found it difficult to make suggestions that were supported by facts. Once students have finished, refer them to the exam advice (page 92).

Exam advice

1 Students work individually before comparing their ideas with a partner from a different city or area if possible.

2 Tell students to underline the points in the task that need to be addressed and remind them to consider who will read the proposal. Then they read the sample answer and assess how well it meets the requirements of the task. When students answer question 3, encourage them to record some of the expressions in their notebooks under the heading *Useful phrases for writing a proposal*, which they can refer to when they write their proposals in Exercise 6.

Answers
1 Yes
2 Yes
3 *(Suggested answers)* I welcome this opportunity, I feel able to make some valuable suggestions, I strongly recommend, a hub of cultural activity, this thriving facility consistently provides, full of fire and enthusiasm, would make a great person to showcase, encapsulates the modern approach, are bound to be, I'm convinced this would be especially interesting, I hope very much that you take my proposal into consideration

3 You could start by writing the first sentence on the board and brainstorming formal equivalents with the class. Students then work in pairs to complete the exercise. Encourage stronger students to think of several possibilities for each sentence and elicit a range of answers in whole-class feedback.

Suggested answers
1 I suggest conducting street interviews.
2 Children and teenagers would especially appreciate this kind of programme.
3 I am sure/certain/convinced that filming in this way would attract the attention of the audience.
4 A visit to the impressive concert hall currently under construction would also be a good idea.
5 I do hope you find my suggestions useful.

4 Students work individually before comparing answers with a partner. They could add these verbs in whole phrases (*would undoubtedly benefit from*, *could also contribute to*, etc.) to their list from Exercise 2.

Answers
1 from **2** to **3** to **4** on **5** with, with **6** to **7** in, in

5 Set a time limit of ten minutes for students to complete their plans, pointing out that they should try to use some of the verbs from Exercise 4 and useful phrases from Exercise 2.

6 Remind students to refer to their plans as they write as it is easy to forget them once they start. Set a time limit of 35 minutes. If students would benefit from an additional model answer, refer them to the Writing bank, page 202.

Vocabulary

Journalism and media

breaking news
broadcasting
interviewing techniques
media organisations
online editions
printed copies
sound engineer
(radio) station

Careers

find your feet
follow in someone's footsteps
get a foot on the ladder
get through the door
map out your future
meet someone's expectations
provide a stepping stone
push the boundaries
run out of time
take on the role of
work your way up

Negative adjective prefixes

dissatisfied
illegal
imperfect
inefficient
inexperienced
irrelevant
uncertain
unpopular

Verb prefixes

disapprove
interact
misunderstand
reconstruct
relocate
underestimate

Noun prefixes

autobiography
co-pilot
ex-president
non-fiction
semi-detached

Reporting verbs

comment (on)
discuss
explain
express your thanks
mention
reply
say
speak (to someone)
speak (a language)
speak your mind
talk (to someone)
tell someone
tell the truth
want to know
wonder

Vocabulary activity 1

Put students into groups and tell them that the school wants to set up a media organisation (this is connected to the interview they listened to in Listening Part 3 on page 85). Tell them they have 20 minutes to create a proposal for consideration. Proposals should include the following:

- the form of media they want to suggest, e.g., magazine, newspaper, podcast
- how often it will be published or broadcast
- what kind of things it will feature
- who will contribute to it
- the benefits it will bring to the students and to the school

Once students have finished, invite groups to present their proposals to the class. At the end, the class must decide which proposal should be taken forward.

Vocabulary activity 2

Write on the board: *A time when I …* and underneath, the following list: *met someone's expectations*, *pushed the boundaries*, *followed in someone's footsteps*, *disapproved of something or someone*, *found my feet*, *spoke my mind*. Tell students to think of situations when they did three or four of the actions in the list. Put them into groups to share their experiences.

DIGITAL CLASSROOM

Practice Extra Unit 8

Test Generator Unit 8 test

Test and Train Exam Practice

Unit 7 Vocabulary and grammar review

1
1 afford 2 rent 3 earns 4 sell 5 hired 6 lend
7 cost, paying 8 buy
2
1 account 2 exchange 3 because 4 aid 5 place
6 keeping 7 regard 8 behalf
3 *(Suggested answers)*
1 (While) dealing with his mother's absence, an eleven-year-old boy tries to understand his family and stop it from breaking apart, (all of) which he finds very difficult.
2 A man called Black, whose brain becomes magnetised, unintentionally destroys every tape in a video store (which is) owned by his best friend. Feeling sorry for the store's most loyal customer, an elderly woman who is losing her memory, Black and his friend set out to remake the lost films, which include / including *The Lion King* and *RoboCop*.
3 In this film, (which is) based on a sci-fi novel by Richard Matheson, a military scientist, played by Will Smith, is left completely alone in New York, which is deserted after a virus has wiped out the human race.

Unit 8 Vocabulary and grammar review

1
1 ex-president 2 misunderstand 3 illegal 4 dissatisfied
5 autobiography 6 rebuild 7 irrelevant 8 inefficient
2
1 unpopular 2 inexperienced 3 imperfect 4 uncertain
5 disapprove 6 relocate 7 interact 8 underestimate
9 overestimate
3 *(Suggested answers)*
1 Roland told Joanna that she mustn't tell / not to tell anyone what she had seen.
2 Clare said it was / had been a surprise seeing Tom last week / the previous week. She said she hadn't seen him since they were / had been at school together.
3 Ben asked Jerry if he should do the shopping that afternoon.
4 The doctor told me that I had to stop smoking if I wanted to get rid of my cough.
5 Bogdan asked me how many languages I could/can speak.
4
1 'What are you doing out so late?'
2 'Do you have / Have you got any plans for tomorrow evening?'
3 'This is the worst programme I've ever seen.'
4 'I'll phone you as soon as I get home.'
5 'I hope I'll be going there tomorrow.'
5
1 promised never to / (that) she would never
2 advised me to apply for that
3 asked (me) if/whether I'd / I had
4 suggested meeting the following / suggested (that) we (should) meet the following
5 warned the motorist not to drink
6 announced that they were getting married

9 Invention and innovation

Unit objectives

Topic: technological innovation

Reading and Use of English Part 7: using content and cohesive features to complete the task

Reading and Use of English Part 4: identifying word forms required in answers

Listening Part 1: listening for global meaning, opinion and detail; identifying incorrect answers

Writing Part 1: an essay: using linking devices; structuring an essay

Speaking Part 2: advanced vocabulary for describing photos; strategies for dealing with difficulties

Grammar: future perfect and continuous, *be + to* infinitive; objects, reflexives and reciprocals

Vocabulary: multi-word verbs; *action*, *activity*, *event* and *programme*

Starting off SB page 96

Lead in

With books closed, brainstorm three or four famous inventions, e.g., the printing press (1440), the light bulb (1879), the television (1926), the World Wide Web (1989). Put students into groups to discuss which they think had the biggest positive impact on society and why.

1 Elicit ideas for one photo, encouraging students to use language for speculating, e.g., *might/may/could have*, *I guess/suppose*, *perhaps/possibly*. Then put them into pairs to continue with the other photos. During feedback, if you want to recycle reported speech from Unit 8, you could invite students to report some of their partner's ideas rather than their own.

Answers
(clockwise from top-right)
a baby cage to give babies that live in apartments time in the fresh air
a people catcher that scoops up pedestrians who cross in front of a vehicle
a motorised monowheel where the rider sits inside the wheel
the cyclomer, an amphibious bicycle that can go on land and water

Listening Part 1 SB page 96

Read the advice with the students. Point to the second bullet point and ask why it is helpful to decide which options might be incorrect (because there will be fewer options to choose from the second time you listen).

Exam advice

1 Discuss the responses with the class. Make sure students recognise that *I don't know* is often used as a less direct way of saying 'I don't agree with you'. *I suppose so* is used when agreement is hesitant or reluctant, and may be followed by a different point of view (*I suppose so, but …*). You could point out that *Me neither* (informal) and *Neither do/have/can* (etc.) *I* have the same meaning as *Nor me*. They all express agreement with a negative statement that the other person has made.

Answers
a Disagreement **b** Disagreement **c** Agreement
d Agreement (but negative)

2 Before students attempt this task, remind them that in the Listening Part 1 paper they answer two questions relating to each extract. However, in Exercises 2–5 the extract has been separated into two parts and students are going to look at each question separately. Play the recording once. In pairs, students compare their answers and explain their choice, e.g., *It can't be option A because although the woman says she respects the idea, the man says it's absurd.* Don't confirm the correct answer at this stage.

Answer
B

Track 32

Woman: What's that you're reading?

Man: An article called 'Inventions that never made it'. Listen to this: 'In the late 1890s, French artist Jean-Marc Côté said, "By the year 2000, humans won't be living only on land – we will also have settled in the sea, travelling on underwater buses guided by whales".' How do people dream up such absurd ideas?

Woman: I don't know, but I can't help but respect anyone who can come up with something so unbelievably inventive. Anyway, it was a very different era then, wasn't it?

Man: Yes, it's certainly not something someone would come up with now. Could you imagine going online tomorrow and seeing some supposedly visionary inventor presenting it as a solution to congestion in cities?

Woman: No, but who are we to criticise?

3 Elicit or explain the meaning of *augmented reality glasses* ('smart' glasses that add extra computer-generated information to what the wearer sees in the real world, e.g., 3D images, animations and videos). Play the recording once and encourage students to make notes as they listen, which they can then refer to when they discuss their answer with a partner. Don't confirm the answer at this stage.

Suggested answer
People, specifically the man, can get too excited about new technology which, ultimately, doesn't end up being successful.

Track 33

A few years ago, everyone was convinced that augmented reality glasses were 'the future'. I'm sure that invention must have got a phenomenal amount of investment. Apparently, everyone would be walking around wearing them, or so they said. I clearly remember you excitedly placing an advance order for a pair. And did life undergo a massive transformation? Hardly. So, it might be an idea to exercise a little more caution before doubting someone else's judgement.

4 Point out that questions a–c are related to options A–C in the exam question below. Tell students to listen for answers to these questions, and play the recording again. In pairs, students compare their answers and use this information to select one of the options in exam question 2. Don't confirm the answer at this stage.

Answers
a AR glasses
b The woman says nothing about the challenges of launching a new invention, more about the difficulty for people in predicting what inventions will stand the test of time.
c the man
The correct option for question 2 is C.

5 Students now listen to Extract One in full to check their answers to the two exam questions. Play the recording and then elicit the correct answers.

Answers
1 B **2** C

Track 34

Woman: What's that you're reading?
Man: An article called, 'Inventions that never made it'. Listen to this: 'In the late 1890s, French artist Jean-Marc Côté said, "By the year 2000, humans won't be living only on land – we will also have settled in the sea, travelling on underwater buses guided by whales".' How do people dream up such absurd ideas?
Woman: I don't know, but I can't help but respect anyone who can come up with something so unbelievably inventive. Anyway, it was a very different era then, wasn't it?
Man: Yes, it's certainly not something someone would come up with now. Could you imagine going online tomorrow and seeing some supposedly visionary inventor presenting it as a solution to congestion in cities?
Woman: No, but who are we to criticise? A few years ago, everyone was convinced that augmented reality glasses were 'the future'. I'm sure that invention must have got a phenomenal amount of investment. Apparently, everyone would be walking around wearing them, or so they said. I clearly remember you excitedly placing an advance order for a pair. And did life undergo a massive transformation? Hardly. So, it might be an idea to exercise a little more caution before doubting someone else's judgement.

6 Give students a moment to read the questions and options quickly and underline the key words. Play the recording twice and when students have finished the task, put them into pairs or groups to discuss which options they chose and why. You may want to play the recording again before eliciting the correct answers from the class.

Answers
3 C **4** C

Track 35

Woman: By the end of this decade, we'll have been relying on computers for about seventy years, which really isn't that long, historically speaking. In that time, technology has helped us to pretty much reinvent whole societies. I mean, look at how far we've come with smart phones. In the coming year or so, more than half the world's population will be using them. That's widespread, portable and increasingly affordable access to the internet. So why people complain about the pace of technological change with things like that going on, I'll never know.
Man: Are things actually that clear-cut? I'm not sure there's so much to celebrate. What gets me is how everyone around the world is passively watching these technological shifts take effect, blindly accepting the idea that all this innovation doesn't have an off-switch, when, as history shows, it unquestionably does. We need to take responsibility now if we're to gain control of it all, otherwise life could change beyond recognition, and not necessarily for the better. Like, we used to just text each other and wait for a response. Today, we instantly know if the other the person has read our message. Is that necessarily a good thing, given that, if they don't reply immediately, we get annoyed about being ignored?

7 Students should complete the task for Extract Three without any support. Play the recording twice before eliciting the correct answers from the class. If some students have chosen the wrong option, invite others to explain why this answer is incorrect.

Answers
5 B **6** C

Track 36

Man: Wow, your new fitness app looks fantastic.
Woman: Yeah, well, from an aesthetic point of view, it is pretty eye-catching, if that's your type of thing. I love how well integrated all the menu options are: look … it makes devising a training plan for myself so much more straightforward than anything else on the market. It's a little annoying that the trial period only lasts for three days, but I suppose the company was confident enough in the product to know that's plenty of time for someone like me to decide they like it, and pay for a subscription.

Man: That's good. It's amazing when you find exactly the right app for yourself, but it is difficult, isn't it? I've no idea how many times I've downloaded one and lost interest within minutes because it's unusable. And although, on the whole, you shouldn't trust them, I'm always getting taken in by those suspiciously flattering reviews most of them get given. Mind you, that was actually how I stumbled across my guitar tutorial app – seeing all those five-stars on screen. It's made a huge impact on my playing in that time. I'll have had this phone for two years soon. I bet I'll have been spending more time on this app than any other by the time I upgrade my phone.

8 Elicit the answer to the first question before students complete the task. Remind them of the importance of recording collocations, (e.g., *dream up ideas*) rather than individual words, as collocations are tested in the Reading and Use of English paper. Once you have elicited the answers, you could brainstorm examples for the following:

- a silly idea that someone has dreamt up
- something that has undergone a radical transformation over the past ten years
- a situation in which people should exercise caution
- something we should all take responsibility for
- a recent event that has made an impact on our lives

Answers
1 dream up **2** undergo **3** presenting **4** exercise **5** take
6 lost **7** made

Grammar SB page 98

Future perfect and continuous, *be + to* infinitive

▶ **Page 175 The COMPLETE grammar reference**

Lead in
Write the following sentences on the board:

1 On 1st May, I'll be working in Spain.
2 On 1st May, I'll have started work in Spain.

Point out that both sentences are referring to a particular time in the future, and ask: *Which one is talking about an ongoing action happening at that time?* (sentence 1) *So, is sentence 2 talking about a completed action?* (yes) *Will it happen on the 1st of May?* (no – some time before that) Then add this sentence:

3 On 1st May, I'll have been working in Spain for three months.

Point out the continuous form of the verb and explain that we use this tense to say how long an action will have continued up to a time in the future. It may be helpful to compare the present perfect continuous form (*I've been working in Spain for three months*), explaining that sentence 3 carries the same idea, but projected forward into a future time.

1 Before students start this exercise, refer them to page 176 of the COMPLETE grammar reference and go through the section on *be + to* infinitive with them. They will need to be aware of this grammar for question 6. Ask students to complete the task individually and then to check their answers in pairs. If students are having trouble with these tenses, you could take them through the sections *Future continuous* and *Future perfect* in the COMPLETE grammar reference, pages 175 and 176.

Answers
1 I'll have had **2** be using **3** be living, have settled
4 we'll have been relying on **5** I'll have been spending
6 we're to gain

2 Before students begin, point out that the first word in each sentence has been capitalised. When checking answers, nominate students to come to the front of the class and write their answers on the board. Invite other students to comment and correct any errors.

Answers
1 We will have left by the time you arrive.
2 My brother will be playing his new video game all evening.
3 In May we will have been learning English for eight years.
4 Come over after **9**:00, I'll definitely have finished my work by then.
5 Soon, it will have been six weeks since Angela moved to Argentina.
6 The president is to give a speech later today.

Fast finishers
Fast finishers write two sentences that are true for them, one using the future perfect simple and the other using the future perfect continuous. Once they have finished and you have checked the sentences are grammatically correct, tell them to write their sentences on the board with the words in random order (as in Exercise 2). When the rest of the class have finished Exercise 2, invite them to rearrange the words to form correct sentences.

3 Students can do this exercise in pairs. Monitor and make a note of students who need additional support. For further practice, you could ask them to do Exercises 1 and 2 on page 176 of the COMPLETE grammar reference, either in class or for homework.

Answers
1 In ten years' time, we **will be travelling** around in driverless cars, and taxi driving will have ceased to exist as a job.
2 In the future, the majority of the world's students **will do** most of their learning online.
3 By the end of the century, thousands of people **will have been offered** the chance to take a holiday on the moon.
4 It won't be long before most people **will have decided** to switch to a plant-based diet.
5 correct

Reading and Use of English Part 7 SB page 98

Lead in
Ask students what they use the internet for and elicit a range of examples. Then ask if they think people take online security seriously. Elicit ideas, making sure students give reasons to support their views.

Remind students of the Part 7 tasks they did in Units 5 and 7. Ask them to say in their own words what this task requires them to do and to describe any difficulties they may have had with it. Then read through the exam advice with them. Tell them that when they are sure where a missing paragraph goes, it's a good idea to cross it out in the list so they don't keep re-reading it unnecessarily.

Exam advice

1 Ask students to discuss what the jobs might involve with a partner before you elicit answers from the class. They can consult a dictionary to find or check the meaning of *ethical*, *computational* and *linguist* if they need to.

Answers
Ethical hacker: a computer security expert who is employed to simulate an unauthorised attack on a computer network to test or evaluate its security.
Computational linguist: someone who uses computers to study and analyse models of natural language and speech.
Chief listening officer: someone who searches through the internet – particularly social media – to find instances where their company has been mentioned in a positive or negative way.
Digital overlord: a website manager who is in charge of monitoring the site's performance, updating registrations and content, and so on.

2 Students work individually before comparing their ideas in small groups. When eliciting words that students have underlined, ask them to explain their choices, e.g., *I underlined 'I'm almost shaking with fury' because this feeling of anger might be reflected in the next paragraph.*

Suggested answers
para 1: Introduction – a personal story about being hacked. 'I'm almost shaking with fury' / 'such a thing'
para 2: A friend (Lucia) arrives to explain that she hacked the writer's accounts.' Don't panic … only me' / 'inviting herself in' / 'Shall I make coffee?'
para 3: A description of a person who is employed to hack into computers to identify security issues (ethical hacker). 'the term is an oxymoron' / 'hackers with far less honourable intentions'
para 4: Lucia is very unlike stereotypes of ethical hackers. 'Some of them might recognise' / 'Lucia certainly does not' / 'Nor … Hollywood cliché'
para 5: Ethical hackers don't try to advertise or glamorise their role. 'She even seems a little embarrassed' / 'accepted … job title – not … mysterious or cool'
para 6: Ethical hackers earn more than one would think but the cost of illegal hacking is enormous. 'ordinariness of their working environment' / 'eye-watering sums' / 'cost of … illegal activity … startling' / '$10 trillion'
para 7: Conclusion – a summary of how we should regard security and ethical hacking. 'So, we should all pay far more attention' / 'without people like Lucia, we'd be helpless against the cyber-attackers'

3 Students work individually. Part 7 has a long reading text and students may find that they need to spend more time on it than on the other parts of the exam. Set a time limit of 15 minutes. Tell students to aim to spend around two minutes on each gap, and to have some time at the end to check their answers. Once the time is up, allow students who have not completed the activity to complete it in pairs before you elicit the answers from the class.

Answers
1 F **2** B **3** A **4** G **5** D **6** E (C is not used)

4 Elicit a few ideas for the skills that an ethical hacker might need. Then put students into pairs to discuss the questions.

Grammar SB page 100

Objects, reflexives and reciprocals

▶ **Page 176 The COMPLETE grammar reference**

Lead in
With books closed, write on the board a list of all the subject pronouns (*I, you, it, we,* etc.) and elicit first the object pronouns (*me, you, us,* etc.) and then the reflexive pronouns (*myself, yourself/yourselves, ourselves,* etc.). Then read out two sentences:

- *The students blamed each other for not getting the project finished on time.*
- *The students blamed themselves for not getting the project finished on time.*

In pairs, students discuss the difference in meaning (in the first sentence, each student thinks the other is to blame; in the second, the students think they are both to blame). If students are unsure, give them time to read the information in the COMPLETE grammar reference, pages 176–177.

1 Students work individually. You could ask them to cover the words in the box and to try to remember the words that were used in the text. During feedback, ask: *Why do we use 'herself', not 'her', in sentence 2?* (Because this object of *inviting* is the same person as the subject: Lucia. If we used *her*, it would mean that Lucia was inviting some other woman into the apartment.)

Answers
1 from **2** herself **3** you **4** itself **5** selves **6** themselves **7** another

2 Put students into pairs to correct the errors. As you elicit the answers, follow up with concept questions as needed, e.g., *In sentence 2, why isn't the answer 'myself'?* (Because the subject and object of *teach* aren't the same person – the subject is 'an online tutor'.) If some students had trouble getting the answer for sentence 6, remind them that reflexives can also be used for emphasis, and give one or two more examples, e.g., *Try one of these cakes – I made them **myself**. The keyboard is damaged, but the computer **itself** is OK.*

Answers
1 I'm sure my programming and coding skills would improve if I had an online tutor to teach **me**.
2 Thank goodness my computer's operating system updates **itself** – I'd never remember to do it otherwise.
3 My dad is one of those people who have almost no technical know-how, yet never blame **themselves** when they have problems with their devices.
4 I'd love it if someone **bought me** a new VR headset for my birthday.
5 My friends and I will always support each **other** unquestioningly, whatever the circumstances.
6 The only way you can guarantee something will be done right it is by doing it **yourself**.

3 Point out that this exercise gives some extra practice with the transformation task in Reading and Use of English Part 4. Tell students to work individually and then give them time to compare their answers in pairs.

Answers
1 mother bought a smartphone for her
2 (all) by ourselves makes me
3 constantly arguing with one another
4 to lock myself out of

Vocabulary SB page 101

Multi-word verbs

1 Ask students to complete the task individually. Before they check their answers against the text, encourage them to read the corrected sentences out loud as this may help them to pick up any words that don't sound right.

Answers
1 hacked into
2 pops up, lock out
3 logged on
4 scroll through, signing in/on, shutting down
5 filter out

2 Students work individually to complete the task before comparing their answers with a partner.

Answers
a hacked into
b shutting down, running out
c popping up / pop up
d locked out, log on/in
e Scrolling through

3 Students work in new pairs to complete the task. During whole-class feedback, you could increase the challenge by asking students to report their partners' experiences as well as their own, e.g., *I've had my social media account hacked into and it meant I had to close the account, so I ranked that at the top. However, X told me (s)he **hadn't had** that experience and it **wasn't** something (s)he **was** really concerned about.*

action, *activity*, *event* and *programme*

Lead in
With books closed, ask the students to talk to their partner about the following:

- *an action that they took to help someone*
- *an activity that they enjoy doing*
- *an event that they are looking forward to*
- *an organisation that puts out a programme of events*

When students have finished, elicit examples from the class and write them on the board. Use these examples to illustrate the difference between the four words.

1 Allow weaker students to work in pairs. During whole-class feedback, highlight the collocations (*a period of intense activity*, *out of action*, *Olympic events*, *a comprehensive programme*).

Answers
1 activity **2** action **3** events **4** programme

2 If students have access to the internet, you could ask them to look at the collocations listed (in bold) for each of the four nouns in the Cambridge Dictionary (*www.dictionary.cambridge.org*) before they start this exercise. Elicit the answer to the first question from the class and then put students into pairs to complete the task. Monitor and support weaker students. After feedback, you may want to point out that *programme* and *action* can be verbs as well as nouns, e.g., *They programmed the computer to turn on the lights. The measures agreed at the team meeting will be actioned on Friday* (they will be put into effect on Friday).

Answers
1 offer varied programmes
2 attending glamorous events
3 take decisive action
4 participating in outdoor activities
5 threatened with legal action
6 commemorate important historic events
7 presenting popular programmes
8 involve myself in criminal activity

3 Give students time to note down their ideas before putting them into pairs to discuss the statements. Make sure they justify their views.

Extension activity
In groups, students have three minutes to brainstorm other words that collocate with *programme, event, action* and *activity,* e.g., *building / development / research programme.* Weaker students could use a dictionary. Invite groups to write their collocations on the board and elicit example sentences from the class.

Speaking Part 2 SB page 102

▶ **Page 207 Speaking bank**

1 Make sure students understand that they are not doing the speaking activity at this stage. Check that they know the meaning of the boxed phrases and point out that they may want to use some phrases for more than one photo. As students discuss their ideas in pairs, encourage them to say how they might use the phrases, e.g., *The children in photo 1 could be seeing something up close in virtual reality.*

2 Tell students to re-read the examiner's instructions so they are clear about the two questions they need to address. Give them a few moments to choose two of the photos and to underline or highlight phrases from Exercise 1 that they would like to use. Then put them into new pairs to do the speaking task.

3 Give students time to read the questions before playing the recording twice. You could encourage them to note down any phrases they hear Anna use for guessing or correcting herself, to prepare them for Exercise 4. Allow students to compare their answers with a partner before eliciting them in whole-class feedback. To challenge stronger students, elicit phrases they heard to support their answers.

Answers
1 Yes **2** Yes **3** No (She suggests two ways.)
4 Yes **5** Yes **6** Yes

Track 37

Examiner: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Anna, it's your turn first. Here are your pictures. They show people using technology while studying. I'd like you to compare two of the pictures and say why they might be using that type of technology, and how difficult it would be to study without it.

Anna: OK, so the first picture shows three children in school and they're each wearing a virtual reality something or other – glasses? Or would you call them headsets? Yeah, VR headsets. I'm assuming that they don't actually belong to the children, so presumably they've been provided by the teacher to bring a subject to life in one way or another, like, it could be a geography class and the students might be using them for something along the lines of visiting an interesting landmark or a geographically important part of the world, and being able to see something up close, even if it's only virtually, helps students to understand things that bit better. You obviously couldn't do that without those headsets, but on the whole I think they're just a nice addition to a lesson – you'd be perfectly capable of studying a subject without them.

The second picture is much the same as the first one, in that it also shows someone wearing a headset of some description, but in this case it's a pair of wi-fi headphones, sorry, I mean 'wireless' headphones. The guy in the photo might find that listening to music helps him to – what's the phrase? – blank everything out and just work without distraction. He's also using his – it's not a hundred percent clear whether it's a tablet or a laptop, but I'd imagine he's using that to stream a few songs while working through the study materials on the screen. Overall, I think that, although it wouldn't be impossible to study without this device, it would certainly become a huge amount trickier. It's pretty much the norm, these days.

Examiner: Thank you. Daniel, which type of technology do you think is the most useful for studying?

Daniel: Oh, no question for me, the laptop (or tablet, as Anna said, it could be either). I mean, VR headsets are great, but they are limited in terms of what programs or class materials are currently available on them. With a laptop, you get access to the internet, and what a study resource that is!

Examiner: Now, Daniel, here are your pictures …

4 Students could use any notes they made in Exercise 3 for this task and can work in pairs. Stronger students may be able to recall or to guess the words Anna used, but with a weaker class, you may want to play the recording again so students can listen for them.

Answers
1 something or other **2** one way or **3** along the lines
4 much the same **5** of some description **6** sorry, I mean
7 what's the phrase? **8** a hundred percent

5 Elicit answers from the class. Make sure students recognise that the strategies and expressions that Anna uses are good ones for handling uncertainty about a term or concept. Remind them that they shouldn't panic if they don't know or can't remember the correct word for something: they will not be penalised for this so long as they try to get as close as possible to the word they want. Similarly, if they realise they've made a mistake, it is best to say so and correct it.

Answers
a 6 **b** 2, 3, 8 **c** 1, 7 d 4, 5, 6

Ask students to read the exam advice, which reinforces the points demonstrated in Exercises 3–5.

Exam advice

6 Check that students know the meaning of the phrases. In pairs, students then consider which phrases they might use for which photos. They could also share suggestions for other language that might be useful to describe each one.

7 Read through the two sets of instructions with the class and make sure the task is clear. Pairs first agree on who is A and who is B, and then each take a few moments to read their own task questions and choose two of the three photos (A: photos 1–3, B: photos 4–6) to speak about. Play track 38, the examiner's instructions for student A, who should then speak for one minute while student B listens. When the minute is up, you could ask the B students this follow-up question to answer briefly about A's photos: *Which of these types of technology do you think is most difficult to use?* Then play track 39 and repeat the task for student B. The follow-up question for A to answer could be: *Which of these machines do you think requires the greatest skill?*

Track 38

Examiner: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people using items of technology. I'd like you to compare two of the pictures and say why the technology might be important to these people, and how they might be feeling as they use this technology.

Track 39

Examiner: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people using machines as part of their work. I'd like you to compare two of the pictures and say how the machines might help the people to do their work, and how rewarding this work might be.

Extension activity

Tell students to turn to page 96. In pairs they take turns to compare and contrast two photos of their choice. They should aim to speak for one minute each. Monitor and write down examples of correct language and common errors. During feedback, praise students for the correct examples, before eliciting corrections for any errors.

Reading and Use of English Part 4 SB page 104

Students read the exam advice. Ask them to discuss which language points are the most challenging for them and what adjustments they could make to their study habits to improve in these areas. For example, a student might say they find it hard to remember fixed expressions because they don't use new language outside of the class. To improve in this area, they could select five new fixed expressions and try to use them every evening for a week.

Exam advice

1 Make sure it's clear that the underlined words in the second sentence are the answers that need correcting. Allow weaker students to work in pairs. In whole-class feedback, elicit reasons why the answers are incorrect. (1 *Responsibility* is an uncountable noun with no article in phrases like this – compare *have/take/accept/admit/deny responsibility.* 2 The verb that means 'postpone' is *put off* – *put back* means 'to return something to the place where it was before'. 3 The answer has changed the meaning of the original sentence.)

Answers
1 unexpected denial of (any) responsibility **2** put off
3 had no choice but

2 Remind students that each answer in Reading and Use of English Part 4 can be awarded a maximum of two marks so they should not leave any question unanswered as an answer that is not 100% correct could still gain them one mark. As this is an exam task, students should work individually. Set a time limit of 12 minutes. Once you have elicited the answers, ask students to highlight any that they got wrong and record the correct expressions and structures in their notebooks.

Answers
1 tell the difference between
2 to be a comprehensive review of
3 apologised for letting the team / apologised for having let the team
4 a/any doubt in my mind
5 you not phoned, I may/might/could well
6 huge impact on the way in

Writing Part 1: An essay SB page 104

▶ **Page 193 Writing bank**

Lead in

Ask students why they think online safety is important for teenagers. Put students into pairs to discuss briefly, making sure they give reasons to support their ideas.

1 Students work individually before comparing their answers with a partner.

2 Elicit the three factors from the class. Give students time to read and consider the questions before putting them into groups to discuss their ideas. Tell them to choose one member of the group to make notes from the discussion, taking each factor separately for question 1. Invite groups to share their ideas and write them on the board so they can refer to them when completing Exercise 3.

3 Set a short time limit of five minutes for this task. Students do not complete the gaps in the text at this stage. Invite pairs to share their ideas with the class.

Answers
1 Students' own answers
2 Always tell someone if you're worried about something that happened online. She expresses this in her own words.
3 Students' own answers

4 Remind students to read the sentences before the gap as well as the words that follow, as the phrase may refer to something that has been said before.

Answers
1 On the whole **2** as such **3** That said **4** as and when
5 It goes without saying that **6** as a consequence of
7 All things considered

5 Students work individually before comparing answers with a partner. You could encourage students to use the Cambridge Dictionary to check their answers. At the end of the exercise, point out that the phrases in Exercises 4 and 5 are not the only ones that could be used – other, simpler expressions are also possible (e.g., 1 *In general*, 2 *therefore*, 3 *However*, 4 *if*, 5 *Obviously*, 6 *due to*, 7 *In the end*). Make it clear that these are perfectly good alternatives, but the advanced level expressions in Exercises 4 and 5 will gain students extra credit if used correctly.

Answers
1 By and large **2** accordingly **3** Having said that
4 at any given point when **5** Needless to say
6 as a result of **7** Ultimately

Read the exam advice with the students. On the third point, you could elicit some ways of introducing a counter-argument, e.g., *Some people claim/believe/insist that …, It is sometimes said that …, It could be argued/objected that …, Admittedly, …*

Exam advice

6 Students answer the questions to see how the essay is structured. In whole-class feedback, remind them that each paragraph in the main body of the essay should develop one main idea, and that no new ideas should be introduced in the conclusion.

Answers
1 Para 3 **2** Para 2 **3** Para 4 **4** Para 1

7 Students work individually to identify the task requirements and quickly note down ideas as they occur to them. During this process, they should decide which two of the areas of modern life they will write about and whether any of the opinions listed will be useful. Allow three or four minutes for this, and then go straight on to Exercise 8.

8 Students now organise and add to their notes to make a structured plan for their essay. Give them at least five minutes to think this out before they start to write their essay.

9 Remind students that they are expected to write 220–260 words. Set a time limit of 40 minutes, but point out that they should leave time at the end to read through their essay, checking for errors and making any necessary improvements. Give them a ten-minute warning after 30 minutes. Once they have completed the task, refer them to the writing checklist for essays on page 204. Tell them to read their essay again and answer the checklist questions. Alternatively, they could work in pairs to assess each other's work and give feedback to their partner.

Extension activity
In this activity students explore how effectively they are using their essay plans. In pairs, they read their partner's essay and write a plan for it. Once finished, they should compare this plan with the original one that their partner wrote for their essay and discuss whether the two are similar. If not, they should discuss why. This may help to identify ideas that are not clearly expressed or links between ideas that are needed in the essay.

Vocabulary

Internet multi-word verbs

filter out
hack into
lock someone out
log on/in
pop up
run out (of)
scroll through
shut down
sign in/on

action, *activity*, *event* and *programme*

criminal activity
glamorous event
historical event
legal action
out of action
outdoor activities
period of activity
programme of reform
programme of study
take (decisive) action
TV programme

Studying

blank everything out
breakthrough technology
bring a subject to life
conventional study aid
display the study materials
focus on something intently
gain a detailed understanding
provided by the teacher
see something up close
stream a few songs
take traditional notes
work without distraction

Verb–noun collocations

dream up ideas
exercise caution
lose interest
make an impact
present a solution
take effect
take responsibility
undergo a transformation

Phrases to indicate doubt or uncertainty

It's not a hundred per cent clear
much the same as
of some description
one way or another
something along the lines of
something or other
Sorry, I mean …
What's the phrase?

Linking expressions

accordingly
all things considered
as a consequence of
as a result of
as and when
as such
at any given point when
by and large
having said that
it goes without saying that
needless to say
on the whole
that said
ultimately

Vocabulary activity 1

Tell students you are going to ask them four questions and they must write down an answer for each. There is no right or wrong answer; however, they must give full answers and include at least two words or phrases from the following lists: Verb–noun collocations, Internet multi-word verbs, *action*, *activity*, *event* and *programme*.

Questions:

1 *Who should be accountable for children's online safety?*
2 *How important is it for children to spend time outdoors?*
3 *When was the last time you came up with a solution to a problem at school or work?*
4 *If you could invent something life-changing, what would it be?*

If students are unsure, you can read the following example answer for question 1: *Schools should **take** more **responsibility** for educating children about the dangers of cybercrime so that they understand how to **exercise caution** when they use the internet.*

Once students have finished, put them into pairs to share their answers. Encourage them to help each other with error correction. In whole-class feedback, ask the questions again and invite one or two students to answer.

Vocabulary activity 2

In pairs, students take turns to choose an invention and talk about its positive and negative impacts on society. They should speak for one minute about each invention. Example inventions:

- wind farms
- camera phones
- ebooks
- microwave ovens
- electric vehicles

DIGITAL CLASSROOM

Practice Extra Unit 9

Test Generator Unit 9 test

Test and Train Exam Practice

10 Learning for life

Unit objectives

Topic: education

Reading and Use of English Part 1: selecting answers by considering collocations; using prior knowledge to understand a text

Reading and Use of English Part 8: studying the statements or questions before reading the text; matching key ideas in questions to the text

Listening Part 2: reading the gapped sentences before listening; using syntax to predict required answers

Writing Part 2: a report: reading task instructions carefully; organising the report clearly into sections with appropriate headings

Speaking Part 4: using appropriate language and conversation strategies

Grammar: expressing ability, possibility and obligation

Vocabulary: *chance*, *occasion*, *opportunity* and *possibility*

Starting off SB page 106

Lead in

Write the unit title *Learning for life* on the board and ask students what they think it means. Then write on the board the following: *child, teenager, young adult, middle-aged person, senior citizen*. Clarify what each of these means and then ask the class to think about what sort of learning each group may undertake. Give students five minutes to discuss their ideas in pairs or small groups and then ask for ideas in whole-class feedback.

1 Give pairs a few moments to read the questions and agree on the meaning of the underlined words. Elicit the answers before they go on to discuss the questions. Remind them to give reasons for their answers to questions 3 and 4. Once students have finished, Invite pairs to share their experiences and ideas with the class.

Answers
educational contexts – learning environments, e.g., school, college, university, online courses, etc.
optimum – most likely to bring success or advantage
in-person – physically face-to-face
manner – the way something is done

2 Students work individually, again using the context to deduce the meaning of each word, and then deciding how far they agree with each statement. To prepare them for Exercise 3, ask them to think of reasons to justify their choices. Don't elicit their views at this stage.

Answers
catastrophic – absolutely awful
conformity – behaviour that follows the standards accepted by a group or society
facilitate – make something possible or easier
pragmatic – solving problems in a practical and sensible way, instead of by having fixed ideas or theories
equip – provide

3 Tell students to choose a partner they do not normally work with for this task. In a multinational class, it could be interesting for students to work with someone from a different country. Encourage students to recycle phrases to agree and disagree from Unit 9: *I don't know, Really?, I suppose so, Nor me.*

Extension activity

Ask students to vote by a show of hands whether they agree or disagree with the opinions in Exercise 3. If there is a fairly even split on one of the opinions, separate the class into those who agree and disagree and put those people into groups of three or four. Explain that you are going to have a class debate and you would like each group to come up with an argument with evidence to support their opinion. Give the groups five minutes to develop their ideas and then ask each group to present their argument to the class. Note down the main points made on the board and once each group has presented their argument, open the discussion up to the class.

Listening Part 2 SB page 107

Read the exam advice with the class. Remind students that they will be listening for a single word or a short phrase of no more than three words. Also remind them that as they read the sentences beforehand, they should identify the type of word needed (e.g., a noun or noun phrase, a verb in a certain tense, etc.) and try to predict what the missing word(s) might be.

Exam advice

1 Give students a few moments to read the questions and consider their ideas before putting them into pairs to complete the task.

2 Set a short time limit for students to note down words and phrases they think they might hear on this topic. Invite pairs to write their vocabulary on the board.

Suggested answers
critical thinking, problem solving, reasoning, research skills, creativity, perseverance, planning, self-discipline, adaptability, initiative, collaboration, etc.

3 To prevent students from being distracted by the exam task, you could tell them to close their books as they listen. Refer them to the vocabulary on the board and play the recording. Elicit any words on the list that students heard, and any ideas they picked up that were similar to theirs in Exercise 1.

Track 40

Hi, everyone. My name is Samia Godwin and I'm here to tell you about a project I did with a group of fellow students about the essential skills we'll need to develop as we move further into the 21st century.

Our group all felt that this is a fascinating area of research. If you find anything we mention today of interest, we've put together a bibliography of all the titles we referred to which we can happily provide you with. In a way, our talk is only really meant to summarise our response to that research.

One thing we'll all need, if we're aiming to thrive in the future, is the ability to cope with how quickly everything around us is changing, whether that's the growth of Artificial Intelligence, the endless updates to technology, or, most disturbingly, an ever-warming climate.

A good number of the studies we read emphasised being conscious of and questioning what we can or can't trust as a reliable source – especially online – and so information literacy is going to be ever more crucial. Obviously, using critical thinking to interpret what we read in class is nothing new, but it'll be vital to reimagine this skill for the 21st-century context.

We can also be expected to be continually learning things throughout our lifetimes. Regarding this, there is a belief amongst education academics that self-study is not the best way forward. They all point to collaboration being far more effective for learning, whether this be through group study or working as part a team.

Developing our knowledge, though, is just one part of the puzzle. We also need the skill of remembering what we have learnt so we can use it again and again. Obviously, anyone can check a fact online these days, but this is still a small element of learning. Most of what we know comes from long-term memory, and it's this that enables us to develop and build our skills for future use.

Another aspect to consider is where we develop these skills. Whether it's at work or at school, it's misguided for students to see their place of study environment as a two-tier structure separating teachers and students. Instead, we should consider ourselves as part of an ecology, with everyone existing interdependently.

So what criticisms do we have about how students are prepared for the future? The problem is that so many education systems across the world remain centred on putting students through high-pressure exams. Attainment is set above all else, often at the cost of developing student interest or curiosity.

Given there is agreement that what young people desperately need is time to reflect, to understand their own minds, what should education institutions be doing? Well, learning happens most effectively when someone is in a good place, mentally speaking, so surely it's imperative to really focus on student well-being when designing a course or curriculum, rather than presuming that students all have the same ambition to get top grades in every subject?

Now I'm going to hand over to Chris, who's going to talk about this idea in more detail …

4 Students work individually to guess the missing words from the context. While they are unlikely to hit upon the exact word or phrase they need, their predictions will prepare them for the kind of answer they should listen for.

5 Play the recording twice. After students have completed the task, give them a moment to check that the sentences are grammatically and logically correct before you elicit the answers. If some students wrote only *literacy* for question 3 or *memory* for question 5, explain that these answers are incomplete: the adjectives need to be included because they are essential to the meaning.

Answers
1 bibliography **2** (the) climate **3** information literacy
4 collaboration **5** long-term memory **6** ecology
7 attainment **8** well-being

6 In pairs, students discuss the questions. For question 2, ask them to come up with one or two practical suggestions if possible. Invite pairs to present their ideas to the class and take a vote on which of the ideas could benefit young people the most.

Reading and Use of English Part 1 SB page 108

Lead in
With books closed, ask: *Do children think more creatively than adults?* Put students into groups to discuss. Make sure they give reasons and examples to justify their views.

1 Students work individually before comparing answers in pairs. After eliciting the answers, ask students why reading the text first is advisable. (It will help prepare them to answer the questions by giving them a general idea of what the text is about.) Point out that they should also read the title of the text if there is one, as this can also provide more context.

Exam round-up
1 There is a text with eight gaps.
2 For each gap you are given a choice of four possible answers.
3 You should read the text before reading the options.

2 Students work in pairs. Allow them to check their answers in a dictionary before you elicit them. Using a dictionary can help prepare students for the next exercise as entries may include example sentences using the phrases in context. Point out that *wishful thinking* is different from the others as it is not really a skill – it has negative connotations, as it means that the person is being unrealistic about what is possible or likely to happen.

Answers
a lateral thinking **b** wishful thinking **c** logical thinking
d critical thinking

3 Choose one of the types of thinking and brainstorm situations with the class. Then put students into pairs to continue. In whole-class feedback, encourage students to describe real-life examples where possible.

4 Tell students that the text contains a problem that they need to solve. Ask a student to read the text out loud and then give pairs three minutes to solve the problem. When the time is up, ask pairs to raise their hands if they were able to think of a solution, and elicit the correct answer.

Answer
The solution to the problem is:
1 Empty the box of drawing pins.
2 Pin the box to the wall.
3 Put the candle upright in the box.
4 Light the candle with a match.

Background information
The Candle Problem was developed by Gestalt psychologist Karl Duncker and posthumously published in 1945. It is a cognitive performance test, which shows how minds solve problems differently. The test challenges 'cognitive bias' that makes it difficult for us to use familiar objects in creative ways – in this case, using the drawing pin box as a candle holder.

5 Students work individually and compare their ideas with a partner. Set a time limit of two minutes.

Answers
creative thinking, flexible thinking

6 Pre teach *trait* (a particular quality in a person's character, e.g., *Arrogance is not an attractive personality trait*). Tell students that you are going to set a time limit of ten minutes; however, they should note down how long the task actually takes them as this will help them manage their time effectively in the exam. Remind them that if they aren't sure of an answer, they should eliminate any of the options that they can see are incorrect and then make a guess. Students complete the exam task individually.

Answers
1 A **2** B **3** B **4** C **5** D **6** C **7** D **8** A

Speaking Part 4 SB page 109

▶ **Page 213 Speaking bank**

Lead in
With books closed, write on the board *How did you learn …?* and give students a list of different things that they may have learnt during their life, e.g., *playing a musical instrument, mathematics, the history of your country, how to play a computer game, the words of a song.* Ask students to discuss the question in pairs and then elicit answers in whole-class feedback.

Read the exam advice with the students. Point out that when expressing their opinions, they should stay focused on the question and not stray off topic. However, if they notice they have moved away from the question, they should use phrases such as *Anyway, the point is …* or *To get back to what I was saying,* to bring themselves back on topic promptly and naturally.

Exam advice

1 The main focus of this section is on Part 4 of the Speaking test, but if you want to set this up as an exam task for Part 3, pair the students with partners they don't normally work with and set a time limit of two minutes for their discussion. Monitor and note down examples that show students interacting well and supporting their opinions with reasons. Make special mention of these when you elicit ideas in whole-class feedback. You may want to invite one or two fluent pairs to repeat their discussion in front of the class.

2 Encourage students to underline parts of the questions that point them to the sort of answer that is needed (a: 'older or younger students', 'a good teacher or a small class'; b: 'Why … lectures are more common', etc.). Students work individually before comparing answers with a partner.

Answers
a 4 and 5 **b** 1 **c** 3 and 6 **d** 2

3 Make sure that students write very brief notes, not whole statements. Remind them that in the exam they won't know in advance what the examiner will ask them and will have no opportunity to write anything down.

4 Encourage students to make notes as they listen. Students compare their answers in pairs before you elicit them.

Answers
They discuss questions 4 and 2.

Track 41

Extract One

Laura: I'd say probably older students, for the simple reason that they're more able to work independently than younger students. This kind of learning only works if students are motivated and interested. For this reason, it works more effectively when students work in pairs or groups. Members of the group can decide what needs to be done and share out the different tasks. Later, they can get back together to report the results of their efforts. I would say that anyone below secondary school age would find this difficult to do successfully.

Lukas: I agree with most of what you say, but I think we should introduce children to this kind of work while they're still in primary school, just to get them used to the idea of managing their own learning. Of course, teachers need to make sure they prepare their students well; that means giving very clear instructions to make sure students know what they're supposed to be doing …

Extract Two

Lukas: I think the main advantage is that students get a programme of study which is specifically designed for them. This approach lets the teacher focus on specific problems or difficulties that the individual student has, as well as adopting a learning style which suits that student. In most class teaching situations, teachers have to cater for a wide range of abilities and learning styles.

Laura: I don't disagree with that, but I think you're only looking at one aspect of education and learning. When students are in classes they're not just absorbing information. They're learning to get on with other people. Some people would say that this is at least as important as academic study.

5 Check that students understand the meaning of the phrases by eliciting example sentences. Students work in pairs or small groups.

6 As an alternative to pair work, put students into groups of three (ABC). Tell student C to take the role of the examiner, choosing two of the questions for A and B to answer. Student C could also be asked to tick the phrases from Exercise 5 that A and B use. Once A and B have finished speaking, C can provide brief feedback before students swap roles.

Reading and Use of English Part 8 SB page 110

Read through the exam advice with the class. Remind students that there are ten questions but only four text sections. This means that each section will contain the answers to at least two questions and some will contain three. Remind students of the advice in Unit 4, that it is best to read each text section in turn and then scan the list of questions to identify those that fit with that section. If students find at the end that they have some questions unanswered or if they have two possible answers for the same question, they should look back through the text to find the correct section.

Exam advice

1 Students work in pairs or small groups to discuss the activities in the photos. Teach or elicit the word *parkour* for photo 3. Even if students have never done any of these activities, encourage them to speculate about why people might enjoy them. Elicit their ideas in whole-class feedback.

2 Allow students to use a dictionary to check the meaning of unknown vocabulary before pairing them. Remind them that they must give reasons for their choices. As an alternative to pair work, if you want to get students moving, you could make this a mingling activity. Ask them to find someone whose favourite and least favourite activities are the same as theirs, and someone else whose favourite is their least favourite.

3 Students work individually before comparing answers with a partner. Monitor and help any students who are unclear about the key ideas. After feedback, invite stronger students to paraphrase the questions using their own words.

Suggested answers
1 aimed / differentiate themselves / from / peers
2 drew / sense of determination / existing interest
3 amusement / subsequent outcome / efforts
4 understood / importance / adopting / set routine
5 experienced / gain in proficiency / chance meeting
6 took advantage of / sudden change / self-belief
7 felt relief after / adaptation / physical characteristics
8 paid / close attention / constructive remarks
9 allowed / concerns / their ability / delay / pursuit / ambition
10 convinced / widespread appeal / what they had learnt

4 Pre-teach *fixate on* (to think obsessively about something). Set a time limit of 12 minutes for the exam task and tell students to work individually. When the time is up, put students into groups to share their answers, justifying their choices if they disagree.

Answers
1 B **2** C **3** A **4** B **5** E **6** A **7** E **8** D **9** C **10** D

5 With a multinational class, group students from the same country together if possible. Tell groups to brainstorm ideas for question 1, with one person jotting down notes. For question 2 they need to reach agreement on their five best ideas, and develop each one with specific suggestions and reasons. Invite each group to come to the front to give their presentation for the class. Encourage other students to comment or ask questions at the end of each presentation.

Grammar SB page 112

Expressing ability, possibility and obligation

▶ **Page 177 The COMPLETE grammar reference**

Lead in
With books closed, ask students to think of a time when they did something difficult or challenging. Ask them to think about what they did, why they did it, why it was difficult or challenging and whether they succeeded in doing it. Give them a moment to make notes before asking them to share their experience with a partner. After students have finished, invite one or two to share their experiences with the class.

1 Students work in pairs. As you go through the answers, ask further questions, e.g., *Could we use 'be able to' in sentences 1 and 2?* (Yes: *I wasn't able to choose / turn up.*) *Could we use 'must' in sentence 3?* (No, there is no past form of *must*.) *Does sentence 4 mean that he was able to design something?* (No, in this sentence *could* means *might/may*.) *In sentence 5, was the letter sent or not?* (It was sent – but in fact it wasn't necessary to send it.)

Answers
1 ability, past **2** possibility, past **3** obligation, past
4 possibility, future **5** obligation, past **6** obligation, past
7 possibility, future **8** obligation, present

2 This is a challenging exercise, and it may be helpful to tell students at the outset that two of the sentences are incorrect. With a weaker class, you could tell them that both of these appear in the second half of the list. Go through the first pair of sentences with the class, first establishing that they are both correct and then eliciting the difference between them. Make it clear that 1a implies that the obligation has been imposed by someone else, probably a teacher, whereas in 1b it comes from the student who is speaking. You may want to take the class through the next pair of sentences as well, before putting students into pairs to continue. Monitor and give help where needed. If you find that there are common areas of difficulty, focus especially on these during feedback, directing students to the relevant sections of the COMPLETE grammar reference, pages 177–178.

Answers
1 Both are correct.
a The pressure to finish is from an external source.
b The pressure to finish comes from within the speaker himself/herself.
2 Both are correct.
a I didn't catch a taxi because it wasn't necessary.
b I caught a taxi but it wasn't necessary.
3 Both are correct.
a It isn't necessary for you to go to the lecture.
b You are prohibited from going to the lecture.
4 a incorrect (We cannot use the affirmative *could* [ability] to refer to a single past occasion.)
b correct (We use *managed to / succeeded in* + *-ing* or *was able to* to refer to a single past occasion.)
5 Both are correct.
a It is possible for him to stay, and it is quite likely that he wants to.
b It would be possible for him to stay, but he probably doesn't want to.
6 a correct
b incorrect (We do not use *could not* to refer to a future possibility.)

3 Once students have completed the activity, ask them to highlight any questions they got wrong and add them to their list of *Common errors I make* in their notebooks. They might also want to add the corrected versions of 4a and 6b from Exercise 2 if they had difficulties with these.

Answers
1 ~~correct~~ corrected **2** ~~can't~~ couldn't **3** ~~lie~~ have lied
4 ~~could~~ can (This is a definite offer – *could* would suggest it is only a possibility.) **5** ~~would be able to~~ will be able to / can
6 ~~we afford~~ we can afford

4 Remind students to use the target grammar and give them some time to prepare their ideas. They should consider their partner's topics as well as their own, as they will need to talk about these in Exercise 5. As students are speaking, monitor and note down examples of correct target language use and any errors that you hear, for feedback at the end of Exercise 5.

5 Students now swap topics and speak again. If you wish, you could put them into different pairs for this, and to add extra challenge, you could ask them to report things their first partner said as well as answering for themselves. In whole-class feedback, praise students for correct use of the grammar before eliciting correction of errors. For further practice with the grammar in this section, students can be asked to do some or all of the practice exercises on pages 178–179 of the COMPLETE grammar reference, either in class or for homework.

Vocabulary SB page 113

chance, occasion, opportunity and *possibility*

1 Students work in pairs or small groups. Point out that each of the target words is used once. During feedback, you could tell the class that *opportunity* could be used instead of *chance* in sentence 4, but *given the chance* is the more commonly used expression.

Answers
1 opportunity **2** occasion **3** possibility **4** chance

2 Read the definitions and the example sentences with the class and elicit an alternative version of each example sentence (e.g., *My parents' wedding anniversary was …*; *I'm going to work with a top designer for a month*; *… possibility that temperatures will reach 40˚ next week*). Then give students a few moments to read quickly through the lists of collocations before putting them into pairs for questions 1–6. Tell them to choose their options for all six sentences before looking back at the lists to check. After eliciting the answers from the class, you could ask for example sentences with some of the less familiar collocations, e.g., *a solemn occasion*, *to rise to the occasion*, *a golden opportunity*, *to rule out the possibility* (*of/that …*).

Answers
1 opportunity **2** occasions **3** opportunity
4 possibility **5** occasion **6** possibility

3 Students work individually before comparing answers with a partner.

Answers
1 chance/opportunity **2** opportunity **3** possibility
4 chance **5** opportunity/chance **6** possibility/chance
7 occasion **8** chance/possibility

4 At the start, you could elicit the verb form that is needed for each of these openings (1 *to* infinitive, 2 infinitive without *to*, *-ing* form, 4 present tense verb). Give students time to think of answers which are true for them, and then pair them to exchange ideas. During feedback, invite other students to comment and ask follow-up questions.

Writing Part 2: A report SB page 114

▶ **Page 200 Writing bank**

Lead in
Remind students that they wrote a report in Unit 2 and elicit what they can remember about how a report is structured. Put students into groups of three and tell them they are going to write a five-question checklist for report writing. They should try to think of questions to cover points that are important for writing this type of text. Start them off with this example: *Have I written between … and … words?* and tell them to fill in the gaps. After three or four minutes, stop the students and invite groups to present their checklists. Finally, ask them to compare their ideas with the report writing checklist on page 204 of the Writing bank, and to take special note of any points that they missed.

Read the exam advice with the class, and if you opted to do the lead in, ask if the students included any of the points in their checklists. Ask why it is important to identify the reader (because this will determine how formal the language should be). On the third point, you could elicit some neutral or formal phrases for making recommendations, e.g., *I would suggest …ing, It is strongly recommended that, It may be advisable/beneficial to.*

Exam advice

1 Students work individually on this task. If they are unsure, provide them with one or two ideas: for example, when thinking about classrooms they could consider desk layout, room design and colour scheme, natural light, etc.

2 Put students into pairs to discuss and compare their ratings. Make sure they justify their choices by giving clear reasons and examples. Point out that their recommendations for improvements should be realistic; for example, they should not assume they have an unlimited budget.

3 Tell students to read the exam task and underline the key points before they read the sample answer. They then discuss the question with the partner they worked with for Exercise 2.

4 Students work in the same pairs. You may want to give an example of an unsuitable heading, e.g., for heading 4: *Not enough food options for vegetarians and vegans* (too long and not general enough, does not cover the content of the whole paragraph).

Answers
a need **b** are not **c** the main topic

5 Explain that 4, 5 and 6 in the sample are all subheadings under the main heading 3. Students work individually before comparing ideas with a partner. Various answers are possible here – accept any that give a suitably brief overview of the following paragraph.

Suggested answers
1 Introduction **2** The survey / Methodology **3** Issues
4 Menu **5** Price **6** Furniture **7** Conclusion

6 You may want to elicit answers to the first question from the whole class before putting students into groups to complete the activity. At the end, you could give them time to underline other examples of formal expressions in the sample that could be useful for their own report writing. You could also ask the class whether the sample report fulfils the three requirements of the exam task and to identify the parts of the report where this is done.

Answers
1 *(Suggested answer)* It starts with an announcement of aims and ends with a general conclusion. It is organised into clear sections with informative headings. It is mostly factual, giving information based on evidence.
2 *suggest* + noun (suggest ways); *suggest* (+ *that*) + *would* clause (suggested they would be willing); *suggest* + *-ing* (suggest implementing price increases)
recommend + *-ing* (recommend improving/providing/offering; recommend repairing/replacing)
3 feel that, report that, conveyed, raised, supported by, there were hardy any complaints that, suggested, considered, feel
4 would be willing to, would be grateful if

Extension activity
Point out that language used in a report tends to be quite formal. To highlight differences in register, ask students to select a paragraph from the sample report and to try to make it as informal as possible. Elicit a few examples from the class in full-class feedback.

7 Students work individually, starting by underlining the key points in the exam task. At the end of this exercise they should have arrived at a basic structure for their report.

Answers
1 the school principal and the governors' committee
2 five
3 *(Suggested answers)* Introduction/Aim, Town attractions, Educational innovations, Improvements to leisure facilities and social activities, Conclusions and recommendations

8 Put students into small groups to think of suggestions for more formal words and phrases. You could give them a hint by saying that for many of these they should try to think of an adjective + noun phrase or two nouns combined to form a compound. There are several possibilities for most of these expressions, so in whole-class feedback elicit various good alternatives and write them all on the board. Students can record these in their notebooks.

Suggested answers
1 host families **2** computer-assisted learning / e-learning / online study **3** socialise **4** increased opportunities to speak **5** acquire **6** well-qualified/experienced teachers **7** class size **8** leisure activities **9** teaching methods / approaches to teaching **10** independent learning / self-study

9 Remind students of the importance of planning their answer before they start writing. Set a time limit of 45 minutes. Give students a ten-minute warning after 35 minutes. Before the time is up, they should read their answer to make any necessary corrections or improvements. Once students have finished, tell them to check their writing against the checklist they produced in the lead-in activity, if you chose to do this, or alternatively, to use the report checklist on page 204 of the Writing bank.

Vocabulary

Ways of thinking

creative thinking
critical thinking
lateral thinking
logical thinking
wishful thinking

Education

academic study
class teaching
effective
give clear instructions
group work
independent learning
individual student
learning style
manage one's own learning
motivated
one-to-one
online study
pair or group work
primary school
programme of study
range of abilities
secondary school
self-study
work independently

Collocations with *occasion*, *opportunity*, *possibility* and *chance*

formal / historic / memorable / rare / solemn / special / unique **occasion**
mark an **occasion** / rise to the **occasion**
equal / excellent / golden / perfect / tremendous / welcome **opportunity**
have /miss / lose / seize / take the **opportunity**
opportunity + arise / occur
definite / distinct / real / remote / serious / slight / strong **possibility**
face / accept / rule out / recognise / ignore the **possibility**
good / ideal / last / second / unexpected **chance**
fair / outside / realistic / reasonable / slim **chance**
get / have / deserve / welcome / give someone / take / turn down the **chance**
be in with a **chance** / stand a **chance** of doing something

Vocabulary activity 1

Write *21st century skills* on the board and put students into groups. Tell them the school has decided to use three of the activities from the list in Exercise 2, page 110, to help teach thinking skills as part of their new 21st century development programme. Groups must choose three activities which they think might help students develop thinking skills, and create a poster to advertise the classes. They should include:

- the names of the activities
- which ways of thinking will be developed, e.g., *creative thinking*
- how the activities will be taught, e.g., *one-to-one*, *online*, *lectures*, *self-study*

Once students have finished, collect the posters and display them around the room. As a class, students decide which activities they think would be the most and least popular and why.

Vocabulary activity 2

In pairs, students take turns to choose an *occasion*, *opportunity*, *possibility* and *chance* collocation and define it without saying what it is. Their partner has to guess the collocation and say an example sentence using the collocation in context. For example:

Student A: *This is when all people are treated fairly and given the same circumstances to do something.*

Student B: *Equal opportunity. Schools should promote* ***equal opportunities*** *for all their pupils.*

DIGITAL CLASSROOM

Practice Extra Unit 10

Test Generator Unit 10 test

Test and Train Exam Practice

Unit 9 Vocabulary and grammar review

1
1 programme 2 activity 3 action 4 events 5 action
6 programme 7 event 8 activity
2
1 up 2 into 3 of 4 of 5 out 6 in 7 through 8 to
3
1 won't renew / won't be renewing
2 will have been teaching
3 will have been
4 going to launch / to launch
5 won't / will not have got
6 to be charged
7 will have been waiting
8 will be offering
4
1 myself 2 themselves 3 itself 4 other 5 one 6 him

Unit 10 Vocabulary and grammar review

1
1 an equal 2 last 3 historic 4 slight 5 miss, golden
6 real 7 solemn 8 second 9 slim 10 opportunity
2
1 won't have to / won't need to
2 must, didn't have to / didn't need to
3 must / have to, have to / need to
4 needn't / don't need to / don't have to
5 mustn't, 'll have to / need to
6 need to / must / have to
7 needn't
8 don't have to / don't need to
3
1 ~~could~~ can / will be able to
2 correct
3 ~~could~~ can
4 ~~could pass~~ managed to pass / succeeded in passing / was able to pass
5 ~~could~~ would
6 ~~couldn't~~ shouldn't / needn't

11 Globetrotters

Unit objectives

Topic: travel

Reading and Use of English Part 5: skimming and inferring to help answer multiple-choice questions

Reading and Use of English Part 2: skimming the text for gist; using syntax to help word selection

Listening Part 1: listening for opinion and global meaning

Writing Part 2: a review: discussing possible plans; linking sentences and paragraphs; descriptive adjectives

Speaking Part 1: using conditional forms; expressing enthusiasm; avoiding repeating the words of the questions

Grammar: conditionals; *wish* and *if only*

Vocabulary: fixed phrases; *at*, *in* and *on* to express location

Starting off SB page 118

Lead in

Ask students to look at the photos with the right-hand side of the page covered, and invite them to speculate about where the places might be. Then put them into teams of four or five and give them three minutes to brainstorm adjectives to describe each place. When the time is up, someone from the first team writes their list for each photo on the board, and the other teams follow, adding more adjectives to each list. Students can challenge a word they if they think it is inappropriate or if the spelling is wrong. At the end, teams get a point for each correct adjective in their list and a bonus point if no other team thought of it. The team with the most points is the winner.

1 Encourage students to describe some of the things they experienced on the journey they took, and to give reasons for their choice of a future trip. In whole-class feedback, ask students to report where their partner went and where they would like to go.

2 Allow pairs to use a dictionary to check any words they aren't sure of, taking note of any examples that will help them categorise the words. Elicit the answers from the class. If you did the lead in, encourage students to choose additional adjectives from the lists on the board to add to the *Types of destination* column in the table.

Suggested answers

Means of transport: cramped, delayed, environmentally friendly, hassle-free, inconvenient, luxurious, scenic, stressful, well-organised
Types of destination: challenging, cosmopolitan, exotic, harsh, hostile, inhospitable, isolated, luxurious, off the beaten track, remote, scenic, urban
Types of traveller: adventurous, cautious, enthusiastic, open-minded, resourceful, respectful, uncompromising, well-organised

3 Give students time to note down a few ideas for each question before putting them into pairs or small groups. During the discussions, monitor and note down examples of correct and incorrect use of the target language. Once students have finished, invite one or two stronger students to select a question to answer in front of the class. Praise the students for correct examples you heard and elicit corrections for any errors.

Listening Part 1 SB page 119

1 Students work individually. You may prefer to dictate the sentences, so students cannot get the answers from Exercise 2.

Exam round-up

In Listening Part 1:
1 you hear **three** different extracts.
2 the extracts are on **different themes**.
3 you must choose **A**, **B or C** and you hear each piece **twice**.
4 before you listen, you should **read the questions and underline the key ideas**.
5 you should **listen to the whole extract before making your choices**.

2 Make sure students understand they are to underline key words in the questions / question stems. Give them two minutes to do this and to skim through the options. Point out that in the exam, for each extract they will only have 15 seconds to read each set of questions and options before the listening begins, so they will have no time to linger on individual options.

Suggested answers

1 woman / travelling by air **2** agree **3** he / travel advice **4** regret / trip **5** friends / difficulties / travelling / describing / man **6** own experience / woman

3 Play the recording twice. Put students into groups to share their answers, justifying their choices if they disagree. When eliciting the answers, you may want to play the recording again, pausing at points to clarify the reasons why only answer is correct.

Answers

1 B **2** C **3** A **4** A **5** B **6** C

Track 42

Extract One

Man: You travel huge distances by train, don't you? Why opt for that if it can take far less time by plane? I know there's the environmental aspect …

Woman: Well, I just get sick and tired of having to check in everything but the bare essentials, knowing I won't see my stuff again until we arrive. And there's that feeling of being processed through the airport, nervous you'll be kept waiting. On top of that, there's the lack of space on the plane, with no prospect of being out in the open for hours. And you can spend a fortune for the privilege – although there are bargains out there, if you look.

Man: Well, other means of travel aren't necessarily the solution, are they? I had to change four times on my trip to Edinburgh. The flight would have got me there far quicker, even with putting bags in the hold. Still, I will admit I've learnt to enjoy going to the airport. I now find the process interesting and try not to focus on any of the stuff that's annoying.

Woman: Well, to be honest I wish I didn't find air travel so incredibly stressful – otherwise I might do it more. If only I could adopt your mindset – it'd make some things easier. But I'd miss the views from the train.

Man: Sure …

Extract Two

Woman: You've just returned from a round-the-world trip – that must make you the ultimate go-to person for travel advice!

Man: I'm not sure that confidence is entirely justified! I mean, I saw a lot, but whether I'd recommend someone follow in my footsteps – that's debatable! It all depends on the individual and what they're after. Even if they did follow my advice, there's no guarantee they'd experience the same things.

Woman: And would you have done anything differently if you'd realised what lay ahead?

Man: Well, there are a few regrets, I guess. Things didn't go entirely smoothly travelling alone, although that made me more resourceful, having to make do with what I had. And inevitably I felt lonely at times, missing having a permanent home. But that came as no surprise – that was the whole point, after all. I made sure I stayed safe the whole way, too – but maybe the downside was that I'd have had more fun if I hadn't been so risk-averse. That said, travelling the world is an adventure however you do it. And if I hadn't done the trip, I wouldn't even be talking to you now!

Woman: So, what'll you do if you get itchy feet again?

Man: Plan another trip!

Extract Three

Woman: So, you nearly got stranded abroad?

Man: Yeah, travelling alone. A three-day train journey. We'd been told we'd stop for an hour at a station, so people wandered inside to buy stuff. If I'd known what'd happen, I definitely wouldn't have got off – rather ill-advised, looking back! Anyway, I returned to the platform where the train had been, only to find it'd disappeared without a trace, with all my stuff inside. And no sign of my fellow passengers … I was struggling to keep my cool! Anyway, a friendly guard eventually reassured me the train had moved away from the platform – but was due back any moment.

Woman:: Scary experience!

Man: Haven't you encountered anything like that?

Woman:: Not exactly. I remember arriving by train in a new city abroad. I left everything in the station lockers while I went to explore, then returned to the station – to find it unrecognisable! My locker had disappeared into thin air. Anyway, I managed to get help, in the local language, I'm delighted to say. The staff were lovely, and led me to a back entrance – and the lockers – I'd gone in at the front.

Man: Phew!

Woman: If only I'd stopped to think, instead of panicking! Still, it hasn't put me off …

4 Encourage students to recycle words and phrases from Exercise 2 on page 118 where relevant during this discussion (e.g., *challenging*, *stressful*, *resourceful*). In whole-class feedback you could ask students if they regret the things that happened and what they, or the speakers, could have done differently to avoid them (e.g., *I regret going to duty free. If I hadn't, I wouldn't have missed the flight. / If the man had stayed on the train, he wouldn't have almost got stranded.*). This will help prepare for the grammar section on conditionals later in the unit.

Vocabulary SB page 120

Fixed phrases

1 Explain to students that a fixed phrase is a combination of words that are always used together to express a certain idea. Highlight that these are frequently tested in the C1 Advanced exam, especially in Parts 2 & 4 of the Reading and Use of English paper. Allow weaker students to work in pairs to complete the task.

Answers
1 h **2** b **3** a **4** e **5** g **6** c **7** d **8** f

2 Students complete the sentences individually, then check their answers in pairs. Elicit the answers before asking students to take turns to ask and answer the questions. When they have finished, elicit opinions from the class. For the missing phrase *be kept waiting*, you could give an example sentence about yourself in answer to question 5, e.g., *I really hate being kept waiting in the airport when a flight is delayed.*

Answers
1 keep your cool **2** whole point of **3** without a trace
4 spend a fortune on, rough it **5** get sick and tired of
6 out in the open

Extension activity
Ask students to write a paragraph about a travel experience that went wrong. They should use three words from Exercise 2 on page 118 and three fixed phrases from Exercise 1 on page 120. Once the class has finished their task, ask students to read their paragraphs out loud. Invite the class to ask one or two follow-up questions and elicit corrections for any errors.

Grammar SB page 120
Conditionals

▶ **Page 179 The COMPLETE grammar reference**

Lead in
Refer students to the photo on page 119. Put them into groups and tell them to consider what might have happened to the person and what she might be thinking now. Write on the board: *If I had/hadn't …* Tell students to complete the sentence so that it could be true for the person in the photo, e.g., *If I hadn't overslept, I would have got to the airport by now.* Invite answers from the class.

1 Students will have studied conditional sentences at a previous level. However, there may still be some confusion due to the use of past forms for hypothetical situations and students may not have encountered mixed conditionals before. If you think they are likely to have difficulty with this exercise, start by turning to the table on page 179 of the COMPLETE grammar reference to revise the basic structure and use of the first, second and third conditionals. Instead of putting students into pairs, you may choose to go through the sentences with the whole class, starting with the easier sentences and leaving b (mixed conditional) to last. Make sure to elicit full forms for the contractions: b: *we'd = we had*, *I'd = I would*; c: *what'll = what will*; d: *I'd = I had*; e: *it'd = it would*.

Answers
a 5 **b** 2 **c** 4 **d** 1 **e** 3

2 Point out to students that verbs in conditional sentences can be in simple or continuous forms and that a mixture of second and third conditional clauses is possible within a sentence. Ask students to look at the questions and think about their answers, then elicit answers from the class.

Suggested answers
1 Because the speaker is talking about a lengthy activity in progress at the time.
2 The first verb (*hadn't done*) refers to past time and the second (*wouldn't be talking*) to the present (it's a mixed conditional).

3 Allow weaker students to work in pairs. If students find the activity challenging, encourage them to use the COMPLETE grammar reference on page 120. In class feedback, use concept checking questions to help students understand where they went wrong, e.g., *What are they doing now?* (They're wandering around a forest.) *Why?* (They left their map at home.)

Answers
1 hadn't left, wouldn't be wandering
2 wasn't/weren't rushing, would/'d be
3 wasn't/weren't, would/'d probably have reached / probably would have reached
4 were, would/'d carry
5 wouldn't have happened, had been concentrating
6 would/'d like, will/'ll show

4 Students work individually to correct the errors. Point out that the unusual use of *would* in both clauses in sentence 2 is the normal form when the conditional is expressing a request, e.g. *I would appreciate it if you would reply by the end of the week. It'd be great if you'd make me a cup of tea.* Remind students to record any sentences that they found problematic in their notebooks.

Answers
1 ~~wouldn't~~ won't
2 ~~send~~ would/could send
3 ~~am~~ will be
4 ~~won't~~ wouldn't
5 ~~have travelled~~ travel
6 ~~stand~~ be standing

5 Depending on the students' confidence and abilities, you could treat this as a Reading and Use of English Part 4 exam task, telling them to work individually and setting a time limit of 12 minutes. (However, point out that whereas all the questions here are focused on conditionals, that will not be the case in the exam.) Alternatively, tell students to work in pairs or small groups and allow them to use the COMPLETE grammar reference, pages 179–180 if they need additional support. For further practice of conditionals, they can be asked to do any or all of the exercises on page 180, either in class or for homework.

Answers
1 can count on you to
2 as/so long as we set
3 be working late tonight unless
4 would not / wouldn't have presented her with
5 would be grateful if you would / you'd / you could
6 had not / hadn't come up

Grammar SB page 121
wish and *if only*

▶ **Page 181 The COMPLETE grammar reference**

Lead in
Write the following on the board:

If only I had ..... , I'd share it all with you.

Ask students to make suggestions for the missing words. Elicit some answers from the class before revealing your answer (suggested answer: a bar of chocolate). Point out that *I wish* can be replaced by *If only*.

1 At advanced level, students will probably have studied *wish* and *if only* before, but the differences between the tenses used can cause difficulties, especially the difference between the past simple and *would*. Before students start this exercise, you may want to go through the notes and examples on page 181 of the COMPLETE grammar reference. Ask students to complete the task individually and then to compare with a partner before you check answers with the class. For further practice with this grammar, they could do the exercise on page 181.

Answers
1 it would, could
2 I hadn't written so many
3 I wasn't/weren't travelling
4 it were/was
5 you would, could do more
6 I'd brought the picnic, could have something

Extension activity
Write the following sentences on the board:

I wish I had known …
I wish I didn't have to …
I wish people wouldn't …
I wish the government had …
I wish I hadn't …

Ask the students to complete the sentences so they are true for them and then to share them with a partner. When they have finished, elicit answers from the class.

Reading and Use of English Part 5 SB page 122

1 Students work with partner. If they think the answer is false, they should correct it. When you elicit the answer for question 3, remind students that the question or sentence stem before the options will give them information they need to locate the part of the text where the answer is to be found. You could point out that the topic of a paragraph is often (but not always) announced in the first sentence.

Exam round-up
In Reading and Use of English Part 5:
1 there are six questions and you have to choose the best option: A, B, C or D (True)
2 you should **read the text quickly to get an idea of its structure and what it is about before dealing with the questions**.
3 the questions are answered **in the same order.**
4 you should read the options after reading the section of text that is relevant to each question. (True)

2 Brainstorm ideas from the class and note them down on the board.

3 Set a short time limit of no more than two minutes for students to read the text. Elicit answers to the question and tick off any of the predicted items on the board that they found in the text.

4 As students have practised this exam task twice before (in Unit 3 and Unit 6), you could set a time limit of 15 minutes without giving them any additional support. Reiterate that they should deal with each question one by one, by first locating where in the text the question is answered and then reading the options to find the one that matches. When the time is up, put students into groups to discuss their answers, making sure they explain their choices if they disagree. Then check the answers in whole-class feedback.

Answers
1 B **2** C **3** A **4** D **5** A **6** C

5 Give students a few moments to read and consider the questions before putting them into pairs to discuss their ideas. Encourage them to use some conditional forms when they are answering these questions.

Vocabulary SB page 124
at, in and *on* to express location

Lead in
Write on the board the following sentences:

1 I'll see you ..... Jake's house.
2 I'll meet you ..... class.
3 I'll sit with you ..... the beach.

Ask students to choose the correct word to complete the sentences (*at, in, on*). Elicit the answers and ask students why they chose those words. Point out that we often use *at* to define a location in a general way, *in* to describe a position inside an area or space and *on* for a position in contact with a surface.

1 Students work individually before comparing answers with a partner. Monitor and support weaker students.

Answers
1 in **2** on **3** in **4** On, in, at **5** in **6** at, in **7** in **8** in, in

2 Students work individually to correct the errors. For sentence 4, you could point out that when referring to buildings surrounding a square we can use *on*, e.g., *They live in one of the medieval houses on the square.*

Answers
1 ~~of~~ in **2** ~~at~~ on **3** ~~of~~ in **4** ~~at~~ in **5** ~~at~~ on **6** ~~at~~ on **7** ~~at~~ in
8 ~~in~~ on **9** ~~at~~ on **10** ~~to~~ in

Extension activity
Ask students to write five discussion questions. The questions should include *at, in* or *on,* but at least three of the questions should use these prepositions incorrectly, e.g., *How much time do you spend talking* ***in*** *your mobile phone?* Students then work in pairs, taking turns to ask their questions. If there is an error, their partner has to spot it and correct it, and then answer the question.

Reading and Use of English Part 2 SB page 124

1 If students are uncertain about any of the answers to these questions, you can go back over the exam information and advice on pages 36 and 67. Remind them that they have to write one word only in each gap and that the words they need are more often (but not always) 'grammar words' rather than main content words like nouns and verbs – see the list of examples on page 36.

Exam round-up
1 There are eight questions
2 Before you start filling the gaps, read the whole text quickly, and read before and after each gap.
3 If you can't think of a word for a gap, think about what type of word you need.
4 Correct spelling is essential: if you spell the word wrongly, you lose the mark.
5 When you have finished read through the completed text to make sure your answers make sense.

2 Remind students to give reasons and examples to support their ideas as they discuss the questions.

3 Set a short time limit of one minute for students to read the text and pick up the main ideas. Elicit answers from the class.

Answers
The places can range from luxurious to back-to-basics. The advantages are free accommodation and food, and spectacular views from where you're living. People say it's a once-in-a-lifetime opportunity.

4 As there will be another opportunity for students to do this type of exam task individually (Exercise 6), you may prefer to allow them to work in pairs or groups here. When eliciting the answers, check for correct spelling, reminding students they will lose a mark if an answer is spelt incorrectly.

Answers
1 If **2** away **3** which/that **4** few **5** take **6** more
7 not **8** beyond

5 Encourage pairs to speculate about what it might be like to live in a castle. Invite one or two students to share their ideas with the class.

6 Students work individually on the exam task. Set a time limit of ten minutes. When eliciting the answers, make a note of any common errors the students have made so that you can provide additional support. For example, you may need to focus particularly on the structure *X did something, only to find that …* or to distinguish between the different meanings of multi-word verbs with *pull*.

Answers
1 brought **2** not **3** one **4** only **5** away/off **6** at
7 till/until/before **8** less

Speaking Part 1 SB page 125

▶ **Page 205 Speaking bank**

Read the exam advice with the class, emphasising the importance of preparing a variety of things they can say on the topics listed, as they are quite likely to be relevant to the questions that the examiner will ask. Encourage them to develop their vocabulary range for these topics. For example, for speaking about their work, they could review and practise using language from Unit 4 (e.g., aspects of work, page 40; adjective–noun collocations, page 44).

Exam advice

1 Students should easily identify the questions with *would*, which should be answered in the same way (*I'd …, It would be …, I think most people would …*, etc.). They might also have ideas for conditional forms in answer to other questions, e.g., 4: *If there's no common language, communication is very limited.* 5: *If people come in March, they're likely to get cold weather.* The only questions that are unsuitable for conditionals are 3 (which calls for an answer about habitual activities – mainly present simple tense) and 7 (which calls for a description of a past experience – mainly past simple tense). During their discussion, pairs can make suggestions for things they can say in conditional forms, but tell them not to answer any of the questions at length yet.

Suggested answer
All except 3 and 7

2 Give students time to read the questions before you play the recording. Encourage them to make notes as they listen. Support weaker students by pausing the recording at points so they have more time to make notes and consider what they have heard. Students compare their answers with a partner before you elicit them in whole-class feedback.

Answers
1 Laura (Student A): 6 Daniel (Student B): 4
Marta (Student C): 1 or 8
2 Laura and Marta (A & C)
3 No, because sometimes they're describing reality rather than an imagined situation or event.
4 Marta (C) – wonderful, such a lovely area, fabulous, great, I'd really love that, the chance of a lifetime. She also shows enthusiasm through her intonation.
5 They use their own vocabulary. This shows a wide range of vocabulary, knowledge of synonyms, understanding of the question and confidence with English.

Track 43

Student A

Laura: Well, it depends where to. I'm certainly not afraid of taking risks for a bit of excitement and I get a real buzz from a bit of danger. But it would have to be a journey to somewhere interesting, somewhere that was worth visiting. I wouldn't want to do it just for the excitement.

Student B

Daniel: Well, it certainly helps with the day-to-day problems like buying tickets, getting information and so on. But I'd say it's generally better to try to speak the local language if you can, because then you can get to know people, talk to them on their own terms, and that's when real communication starts happening. On the other hand, you can't learn the language of every country you want to visit, and in those cases English is definitely better than nothing.

Student C

Marta: Normally, I go to Croatia and the Adriatic Sea for a couple of weeks in the summer, which is wonderful, it's such a lovely area, but the chance to go even further afield and have some completely different experiences, well, for example to spend two or three months travelling round Africa, would be fabulous. It'd be great to see some of those places you only normally see on television, for example the Ngorongoro Crater or the Kruger National Park. I'd really love that. It'd be the chance of a lifetime!

3 Before putting students into pairs, tell them to look back at some of the language used for travelling in this unit (e.g., the types of destination and traveller listed on page 118 and the fixed phrases on page 120) to remind themselves of useful expressions they could use when answering these questions. Then students take turns to ask and answer. Remind them to use conditional structures where appropriate and to give full answers.

Writing Part 2: A review SB page 126

▶ **Page 198 Writing bank**

Lead in
Dictate three questions about reviews, e.g., *Would you visit a hotel that received some bad reviews? Are people more likely to give bad reviews than good ones? How important is it that hotels respond to bad reviews?* Put students into pairs or groups to discuss the questions for a few minutes.

Read the exam advice with the students. Make it clear that the task may be to write on just one thing, as in Unit 6 where they reviewed a single film, but it may call for a comparison between two things. Elicit what a review should include (some factual information, a description that conveys positive or negative opinions, perhaps a recommendation). If students took your advice in Unit 6 to read real reviews in English on topics they may find in the exam (restaurants, films, etc.), invite them to share the advanced language that they noted down.

Exam advice

1 As students have completed this type of task before, tell them to work individually. Give them a couple of minutes to complete the task before whole-class feedback.

Suggested answers
local people / hotels / help visitors choose / review recommending two hotels in your area / two different types of visitor / what sort of visitor / why

2 If students are unsure about the first question, brainstorm types of visitor with the class (e.g., business people, parents with young children, a couple on their honeymoon, young backpackers, a coach tour group) before putting students into pairs to discuss the second question. Invite pairs to write their ideas on the board. You may want to leave the ideas on the board to help students when they write their review plans in Exercise 8.

3 Ask students to look at plans A and B. Tell them to refer to the task requirements and to assess whether each plan has covered them all and whether it forms a logical structure. Stronger pairs may want to consider an alternative (plan C). During feedback, although students may prefer one plan to the other, it should become clear that both A and B are appropriate for the exam task and could produce equally good reviews. Point out that having established paragraph topics in this way, students should go on to fill out their plan with notes on the points that they intend to cover for each of these topics, especially in the main body of the review.

Answers
Plans A and B are both fine but other ways of organising the review (C) are also possible. The important thing is that the plans cover all the task requirements.

4 Students work individually before comparing their answers with a partner. Elicit different suggestions for each paragraph topic and select from them to build up a plan for the model review on the board.

Suggested answer
Plan C
Para 1: Introduction: why business travellers don't like the same hotels as tourists
Para 2: Rooms and prices in hotel 1 – suits low-budget tourists
Para 3: Other features of hotel 1 – some positive and negative points
Para 4: Features of hotel 2 – suits business travellers
Para 5: Brief rounding off

5 Point out that students should read the words before and after the gap carefully as all of the listed words/phrases make links between ideas. The link may be to add a connected idea, to make a contrast or to give a reason.

Answers
1 However **2** Equally **3** though **4** as **5** both
6 An added attraction is that **7** As **8** together with
9 not only

6 Students work individually before comparing their answers with a partner. Alternatively, put students into groups of three (ABC). Tell student A to complete question 1, B question 2 and C question 3. Groups then share their answers, offering peer correction if they don't agree, before you elicit the answers from the class.

Answers
1 compact, moderately priced, elegant, moderately sized
2 clean, airy, basic, luxurious, spacious, well-equipped
3 friendly, helpful, competent, professional

7 Give students time to consider their ideas before putting them into pairs. Ask them to find specific examples in the review to support their answer.

Answers
1 b (There is a lot of information, but it uses contractions and addresses the reader as 'you'.)
2 using contractions and addressing the reader as 'you'

8 Set a time limit of ten minutes for this task. As this is part of the exam task, move straight on to the next activity without whole-class feedback.

9 Students now have three examples of plan outlines that they can choose from. To avoid repetition of ideas from the sample review, you could ask them to choose two different types of visitor to focus on. If they aren't familiar with real hotels that they can write about, tell them to invent fictional ones. Give them about five minutes to adapt and add more specific notes to the plan they choose, and then set a time limit of 35 minutes for them to write their review. Give them a ten-minute warning after 25 minutes and remind them to try to leave some time to read their answers and correct any errors.

Extension activity
Ask students to read their review and consider what feedback a teacher may give them with respect to comparing two hotels, making recommendations and using adjectives effectively. Once students have considered their own feedback, tell them to read a partner's review and repeat the process. Finally, tell them to take turns to say what feedback they would give their partner and themselves.

Vocabulary

Words and expressions about travel

adventurous
cautious
challenging
cosmopolitan
cramped
delayed
enthusiastic
environmentally friendly
exotic
harsh
hassle-free
hostile
inconvenient
inhospitable
isolated
luxurious
off the beaten track
open-minded
remote
resourceful
respectful
scenic
stressful
uncompromising
urban
well-organised

Fixed phrases

be kept waiting
get sick and tired of
keep your cool
out in the open
rough it
spend a fortune on
the whole point of
without a trace

Vocabulary activity 1

With books closed, tell students you are going to write five questions on the board. For each question, they need to fill in the gaps to make phrases from the unit. The first letters of the phrases are given.

1 Why do some people s..... a f..... on things they don't really need? (spend a fortune)
2 What is the best way for someone to k..... their c..... in a crisis? (keep their cool)
3 When you go on holiday, do you go to popular destinations or do you prefer somewhere o..... the b..... t.....? (off the beaten track)
4 What are you s..... and t..... of having to do and don't want to do anymore? (sick and tired)
5 On a warm day, do you prefer to eat o..... in the o..... or do you stay inside? (out in the open)

When students have completed the questions, they should ask and answer these with a partner.

Vocabulary activity 2

This activity gives students the opportunity to practise using conditional forms while recycling words and phrases from the unit. Put students into groups of four and tell them that they have been on the same holiday. Two of them enjoyed the holiday, the other two did not. In their groups they need to discuss their experiences using conditional forms (page 120), *wish* and *if only* (page 121). They should also use words and expressions about travel, fixed phrases (e.g., *keep your cool*, *spend a fortune on something*) and prepositions *at*, *in* and *on* to express location. Tell each group to choose one of the following sets of prompts and give students a minute to consider their ideas individually before they discuss their holiday experience for five minutes.

When: December
Where: Finland
Accommodation: hostel
With whom: parents of one member of the group
Activities: trip to see aurora borealis / go skiing
Weather: very cold

When: August
Where: Sahara desert
Accommodation: tents
With whom: school
Activities: camel riding / desert safari
Weather: very hot and dry

When: June
Where: Remote Scottish island
Accommodation: castle
With whom: Family
Activities: walking/fishing
Weather: wet

DIGITAL CLASSROOM

Practice Extra Unit 11

Test Generator Unit 11 test

Test and Train Exam Practice

12 Our planet

Unit objectives

Topic: the natural world

Reading and Use of English Part 7: identifying key ideas in paragraphs; identifying linking devices; understanding logical progression

Reading and Use of English Part 3: building words from root words; using prefixes and suffixes

Listening Part 2: predicting the kind of information missing from gapped sentences

Writing Part 2: a proposal: identifying and understanding reference words and phrases; the use of passive verbs in formal writing

Speaking Part 3: choosing appropriate vocabulary; using compound nouns

Grammar: countable and uncountable nous; articles

Vocabulary: prepositions following verbs; word formation

Starting off SB page 128

1 As a class, brainstorm words and phrases to describe the images and write them on the board (e.g., *glacier*, *iceberg*, *seal*, *penguin*, *on board a ship*). Put students into pairs to discuss the questions. For question 1, it should be possible for them to guess that the photos were taken somewhere in Antarctica, as some will be aware that there are no penguins in the Arctic. For question 3, encourage recycling by asking students to include travel words and phrases from Unit 11 (e.g., *remote*, *harsh*, *inhospitable* (*landscape*), *isolated*).

Listening Part 2 SB page 128

1 Encourage students to make notes as they listen. You may want to pre-teach *not for the faint-hearted* (not suitable for someone who gets scared or anxious easily). When eliciting the answers, encourage students to practise paraphrasing by giving the information in their own words.

Answers
1 Ross Island
2 scientists conducting research and support staff – key place for studying Antarctica
3 Average temperature of –18 degrees. Lowest temperature recorded of –50 degrees.

Track 44

On the southern side of Ross Island, located around 4,000 km south of New Zealand, you'll find McMurdo station, the largest and one of the most remote research facilities on the continent of Antarctica. Each year it serves as an important laboratory and logistical hub for hundreds of scientists from around the world conducting research on and around Ross Island.

Here you will find astrophysicists, biologists, glaciologists and geomorphologists working alongside specialists from numerous other scientific disciplines, all of whom incorporate their daily findings on McMurdo into their research. Over the years, this has contributed to our global understanding of the causes of climate change, as well as helping to shed light on the weather patterns, geology and wildlife of this region.

Since being established in 1955, time and technology have enabled McMurdo to progress from a small military camp of temporary huts to a permanent research station, housing people year-round. Summertime sees the station supporting a summer population of around 1,200 people while, in the winter, McMurdo depends on the remaining people – around 200 civilian support personnel and a few scientists – to keep it going.

Living there is not for the faint-hearted. Those who do choose to live and work there must adapt quickly to the cold climate. It is rare to see the temperature creep above 0 degrees Celsius, while the annual mean is minus 18, and the lowest recorded extreme was minus 50 degrees.

2 Make sure students are looking at the correct photo (bottom left on page 129) before putting them into pairs or groups to discuss the questions.

3 Students work in pairs. Tell them that if they think a statement is false, they should correct the information. When eliciting the answer to question 3, make sure students remember that although this statement is true, the answers they give must be exact words or phrases that they hear. Remind them that the recording lasts around three minutes, they will hear the recording twice and they will be given 45 seconds to read the sentences before the recording starts. Emphasise that as they pre-read they should try to predict the kind of word or phrase that is needed for each gap.

Exam round-up
1 You have to complete **eight** sentences.
2 No more than **three** words will be missing from each sentence.
3 The sentences are not identical to sentences on the recording. (True)
4 You should read the gapped sentences **before** you listen.
5 If you're not sure of an answer, **write what you think you hear**. (There are no points for a blank answer.)

4 Give students 45 seconds to read the gapped sentences and note down what they think each missing word or phrase might be. Once you have played the recording twice, put students into groups to compare their answers, justifying their choices if they disagree. When eliciting the answers, play the recording again if necessary, pausing at relevant points to confirm the correct answers.

Answers
1 seasonal **2** mining camp **3** curiosity **4** maintenance
5 vegetation **6** the military **7** mental strain **8** visibility

Track 45

Hi, I'm Kirsty Steele, and today on the Work2Travel podcast, I want to tell you about how it's possible to get paid to live in Antarctica.

First off, despite what you might assume, there's no shortage of positions you can apply for. There are currently 43 permanent scientific research stations operating year-round in Antarctica, with an additional 50 facilities that run seasonal operations, one of which I was attached to. All stations accommodate people who work and live on-site, so I had the shortest commute of any job I've ever had.

I was eligible to work at McMurdo, a US station on Ross Island. When you first arrive there and see only grey buildings set against the vast, white background of that jaw-droppingly beautiful continent, you feel as if you're walking into a mining camp. But once you become part of this hard-working community, you start to appreciate how functional everything is.

I was lucky to join a team I really got on with. Even though our backgrounds couldn't have been more diverse, we worked extremely well together, bonding with each other through our shared circumstances, our occasional homesickness and, most notably, the curiosity that united us and made day-to-day living a real journey into the unknown.

Now, it's not just scientists who live and work in Antarctica. A wide range of crew positions become available as and when people go home after their placements. If you've worked in maintenance at some point, your skills may well be required – mine certainly were. I also know McMurdo's currently short of people on kitchen duties, but aren't likely to be recruiting until the next cycle.

One word of warning – if you are vegan or vegetarian, McMurdo probably isn't the place for you. Don't get me wrong, the canteen food was miles better than I'd been expecting, even though there wasn't a huge amount of variety. But you may need some vitamin tablets, primarily because the only vegetation that can grow there is lichen – the slimy, plant-like stuff growing on rocks.

February is the best month to be at McMurdo. That's when huge cargo deliveries arrive from the US and New Zealand, with a year's worth of supplies and fuel, brought to McMurdo by the military. They join us for a few days of pretty unforgettable parties before heading home again.

The sun sets for the final time in late April and doesn't rise again until August. Winter brings with it continuous darkness, coupled with a constant, biting wind throughout the station, so it's no surprise that there's a high incidence of mental strain affecting most residents as they go about their daily duties.

It's tough when flights home from McMurdo are delayed. Planes can get within minutes of the airfield, only for the pilots to turn back because of visibility issues caused by snowstorms. The runway itself is far from ideal – not least because it's made from compacted snow – but if pilots can't even aim for it properly, their refusal to attempt a landing is understandable.

5 Before students discuss the questions, brainstorm a list of possible jobs at McMurdo (e.g., biologist, geologist, electrical engineer, cook). Encourage them to recycle language from previous units (e.g., aspects of work: *working as part of a team*, page 40; travel words: *resourceful*, *adventurous*, *off the beaten track*, *out in the open* pages, 118 and 120). If time allows, encourage class discussion of the second question.

Vocabulary SB page 129

Prepositions following verbs

1 Students may find this topic difficult as there are no grammatical rules that stipulate what preposition should be used after a verb. The verbs simply have to be learnt in combination with their dependent prepositions. Students complete the task individually and then compare answers in pairs. To check their answers, refer them to the *Verb + preposition* list on page 188 of the grammar reference. Advise them to keep going over this list (and the others on this page) when they are revising, so they become familiar with the combination of verbs and prepositions.

Answers
1 as **2** on **3** to **4** into **5** to **6** for **7** to **8** with

2 Students work individually to correct the errors. If they have difficulty with any of these answers, or those in Exercise 1, they could highlight the items in the *Verb + preposition* list on page 188 and give these special attention when they are revising.

Answers
1 ~~to~~ in **2** ~~in~~ on **3** ~~on~~ in **4** ~~in~~ on **5** ~~in~~ on **6** ~~with~~ to
7 ~~in~~ on **8** ~~for~~ to

Fast finishers
Using the *Verb + preposition* list on page 188 of the Student's Book, ask fast finishers to write three more gapped sentences with the preposition missing, which can be used to provide further practice for the class.

Reading and Use of English Part 7 SB page 130

Lead in
Write *birds* on the board and elicit as much vocabulary as you can from the class. Then dictate some questions about birds for students to discuss in groups, e.g.:

Do you think birds should be kept in cages?
What's the most beautiful bird you've ever seen?
Why do some species of bird migrate annually?
Do you think global warming is impacting birds? How?

1 Students work in pairs to complete the task. Tell them to cover page 131 so they cannot check their answers before they have completed the activity.

Exam round-up
In Reading and Use of English Part 7:
1 the text has **six** gaps where missing paragraphs belong
2 there **is one** extra paragraph that you do not need to use
3 you should start this task by reading the **gapped text**
4 you should focus on identifying **words**, **phrases and logical development** to establish the correct answers.

2 Give students time to read the questions and elicit the meaning of *environmental activism* (campaigning to bring about political or social change in connection with protecting the environment). Students discuss the questions in pairs.

3 Encourage students to make notes as they read. Set a time limit of two minutes. In pairs, students compare notes and help each other to summarise Mya's achievements in their own words.

Suggested answers
She set up Black2Nature, a nature camp for ethnic minority youths from less privileged urban areas. She has become a prominent campaigner for protection of the natural environment and equal human rights.

4 Students work individually. Monitor and support weaker students while they're completing the task. Then, In whole-class feedback, invite stronger students to explain the answers rather than taking the lead yourself. Remind students of the importance of identifying words and phrases that refer to something that was said before, e.g., ***This*** *idea*, which must be referring to an idea that has just been mentioned.

Answers
Sentence 2, with its reference to 'The additional realisation', is incorrect as there is no realisation mentioned in the first paragraph. Also, the first paragraph makes it clear that Myra's achievements are exceptional, so 'hardly a rare occurrence' doesn't fit. In sentence 4, there is nothing in the first paragraph that could be logically connected to 'This idea'.
The other two sentences are possible.

5 Point out that, having eliminated options E and G for gap 1 in Exercise 4, students are now making a choice between options D and F. To do this, they need to consider the paragraph in the text that follows the gap, to see which of the two possible options links up with it. Students work together in pairs to arrive at the answer. In whole-class feedback, elicit words and ideas in the text that enabled them to make their choice.

Answer
paragraph F

6 Students now complete the rest of the exam task individually. Set a time limit of ten minutes. When eliciting the answers, make sure students explain their choices and encourage peer correction if a student gives an incorrect answer, rather than giving the explanation yourself.

Answers
1 F **2** E **3** B **4** G **5** D **6** C

Extension activity
Students re-read the text to identify and make a note of words and phrases that could be useful for them when writing or speaking about the environment, e.g., *adverse effects of the climate crisis, exploitation, concrete jungle*. They can check the meaning of any words they aren't sure of in a dictionary. Students may find some of these expressions useful when they are doing the Speaking Part 3 task later in the unit.

Grammar SB page 132

Countable and uncountable nouns

▶ **Page 181 The COMPLETE grammar reference**

Lead in
Tell students to look at the first paragraph of the text on page 130 and ask them to write down all the common nouns (not those with capital letters) that they can find. Give students three minutes and then elicit these from the class and write them on the board (*days, parents, trip, age, fascination, ornithology, study, birds, point, pages, encyclopaedia, years, globe, person, world, flesh, half, species, pursuit, blog*). Ask students to find three nouns that can't be used in the plural form (*fascination, ornithology, flesh*). Point out that these are uncountable nouns.

1 Students work in pairs to identify the nouns. When eliciting the answers for question 4 in class feedback, ask students to suggest example sentences in which the two nouns are countable (e.g., *The goats' skins are dried before being made into leather. My cold was so heavy that I used up a whole box of tissues.*).

Answers
1 elephant, plant **2** trees, elephants, years **3** bark, skin, tissue **4** skin, tissue (a skin = the whole covering of an animal, especially used when this covering has been removed from a dead animal; a tissue = a paper handkerchief)
5 Africa, Earth

2 Students work individually before sharing their ideas with a partner. Alternatively, allow weaker students to work in pairs.

Answers
1 a the taste or the drink in general b a cup of coffee
2 a mass of hair b a single strand of hair
3 a the substance b different types of cheese
4 a heaviness b individual pieces of metal used in weight-lifting
5 a the substance b spectacles used to help your eyesight
6 a knowledge, understanding b events or activities
7 a physical activity b sets of questions

Articles

▶ **Page 182 The COMPLETE grammar reference**

3 Ask students to complete the task before checking their answers against the text on page 131. In whole-class feedback, elicit reasons for using one form and not the other. For example, in 1 we use *a* because this is the first mention of a birdwatching trip – we aren't referring to a particular one. In 2 no article is needed because we are talking about environmental organisations in general, not particular, specified ones. If students need more help, take them through the notes and examples in the COMPLETE grammar reference, page 182.

Answers
1 a **2** Ø **3** Ø, the **4** the, a, a **5** the, the, Ø, Ø

4 Students work individually for three or four minutes. Then put them into pairs to compare their answers and complete any unanswered questions together. Encourage them to refer to the information on page 182 if they get stuck. Elicit the answers from the class.

Answers
1 The **2** the **3** the **4** a **5** the **6** Ø **7** a **8** the
9 a **10** the **11** Ø **12** a **13** Ø **14** a

5 Students work individually to correct the errors. For sentence 2, make it clear that the answer could be *a* or *the*, depending on the context. If we say *a job*, we mean 'an unspecified job – some job or other'; whereas if we're referring to a particular job that has already been identified, we must use *the*. For further practice with articles, students can do Exercise 1 on pages 182–183, either in class or for homework.

Answers
1 a suit and tie, a formal occasion
2 the/a job (the job = the particular one we're referring to)
3 the advantages and (the) disadvantages
4 the Internet
5 the homeless
6 ~~A~~ The most important thing
7 ~~a~~ the capital
8 ~~the~~ technology
9 a basic knowledge
10 ~~the~~ a degree, ~~the~~ work in ~~the~~ IT

6 You may prefer to elicit the reasons why the words are used, before students discuss the topics. With the class, elicit that we use the definite article (*the*) with superlative adjectives (***The*** *most frightening*, ***The*** *most exciting*) and *first*, *last* and *only* (***The*** *first thing*) as well as when referring to all the items in a given group (***The*** *advantages*). The indefinite article (*a/an*) is used to refer to something unspecific (***A*** *job* = one among several or many you could choose).

Vocabulary SB page 133

Word formation

1 With the whole class, elicit the noun form(s) for one of the verbs before putting students into groups to complete the task. Set a time limit of three minutes before allowing students to check their ideas using a dictionary. Stronger students could be asked to think of an adjective for each of these verbs (*appreciative*, *encouraging*, *explanatory*, *inspiring/inspirational*, *investigative/investigatory*, *receptive*). Remind students that knowledge of the different forms of a word is tested in Reading and Use of English Part 3, so they should try to record new words in their different forms (noun, verb, adjective, adverb). They could do this in a table or by writing example sentences.

Answers
appreciate: appreciation
encourage: encouragement
explain: explanation(s), explication(s)
inspire: inspiration
investigate: investigation(s), investigator(s)
receive: receipt(s), reception(s), receptacle(s), recipient(s), receptionist(s), receiver(s), receptiveness

2 Students work in groups or pairs. When checking the answers, elicit example sentences for both the noun and the verb forms.

Answers
access: access
belief: believe, disbelieve
conversation: converse
determination: determine
equality: equalise
pursuit: pursue

3 Students work individually before comparing their answers with a partner. Allow them to check their answers using a dictionary before you elicit from the class.

Answers
access: accessible, inaccessible
activist: active, inactive
account: accountable, unaccountable
community: communal
damage: damaged, damaging, undamaged
honour: honourable, dishonourable, honoured, dishonoured

4 Read the rubric with the class and refer to the example to make sure students understand the task. Point out that the letters in brackets refer to compounds (two or more words put together to make a new word). Compound words can be hyphenated (e.g., *empty-handed*, *mother-in-law*), single words (e.g., *classroom*, *seasick*) or two separate words (e.g., *orange juice*, *washing machine*). Ask students to remember or guess as many of the words as they can before looking back at the text to check.

Answers
1 first-hand **2** city-dwelling **3** record-breaker **4** outdoor
5 birdfeeder, outside, wildlife

5 Put students into pairs and tell them to say the words out loud as this will make it easier to identify the stress. If they need more practice, you can read out the compounds, emphasising the stressed syllable with your hand, and ask students to repeat.

Answers
first-hand, outside

6 Divide the activity into two parts. First, tell students to work individually to complete the compound words, encouraging them to guess the answers if they are not sure. Elicit the answers and the meaning of the compound words from the class and then put the students into pairs to discuss the questions.

Answers
1 play **2** rip **3** time **4** eye **5** narrow **6** work
7 eco, forward **8** high, world

Speaking Part 3 SB page 134

▶ **Page 211 Speaking bank**

Lead in
With books closed, elicit from the class what we mean by *the environment* (the air, water, and land in or on which people, animals, and plants live) and then what we mean by *climate change* (changes in the world's weather, believed to be the result of human activity increasing carbon dioxide in the atmosphere). Ask the class if they have seen or read any recent news stories that relate to environmental change and ask them to explain the stories to the class.

1 Students work individually before comparing their ideas with a partner. Once you have elicited the answers, focus on point 4 and remind students that they are not being evaluated on their knowledge of a topic. On point 5, remind them that although they do not need to reach agreement, they must attempt to do so.

Exam round-up
In Speaking Part 3:
1 you speak to **your partner**
2 you will be given a set of **written prompts** to talk about
3 you and your partner will be expected to talk for **three** minutes
4 communication skills are **more** important than expressing correct opinions
5 you **need not** agree with your partner.

2 Students work in small groups. You may prefer to break the exercise into three parts by eliciting the answers to the matching task from the class, and then eliciting other phrases related to environmental problems. Then put students into groups to discuss the final question. Remind them to give reasons and examples so that their ideas are fully supported.

Answers
(Other related words are in brackets.)
Photo 1: forest fires (wildfires, bushfires)
Photo 2: drought (famine, extreme weather, overfarming)
Photo 3: deforestation (forest clearance)
Photo 4: oil spills (oil pollution, water pollution, water contamination, biohazards)
Photo 5: air pollution (fossil fuels, smog, air contamination)
Photo 6 overfishing (over-consumption)

3 Give students a short time to read the question and consider some things they might say about the issues in the prompts.

4 Play the recording twice. Encourage students to make notes for questions 1 and 2 as they are listening and give them a few moments after the recording to reflect on the candidates' performance. In pairs, students share their views on this, and then go on to discuss question 3. During feedback, you might want to play the recording again to highlight the speakers' engagement with the question in the second half of the discussion in contrast with the first half. Elicit some ideas for points the speakers could have made to improve their answers on deforestation and air pollution, e.g., *They could have said that deforestation is destroying the traditional lifestyles of indigenous communities.* You could follow up with other questions, e.g., *Did one person speak for a lot longer than the other?* (No, they participated equally in the discussion.) *Did they listen to each other and interact well?* (Yes)

Suggested answers
1 They deal with four out of five of the environmental issues in their discussion – which is perfectly acceptable, they don't need to cover all five – but on deforestation and air pollution they don't talk directly about how people's lives are affected. Too much time is spent talking about causes rather than effects, and about the amount of news coverage each issue receives. They are better when detailing the effects of extreme weather and overfishing.
2 They could focus more directly on the question asked by the examiner in the first part of their discussion.

Track 46

Examiner: Now I'd like you to talk about something together for about two minutes. Here are some environmental issues that affect people's lives today. First, you have some time to look at the task.

Now, talk to each other about how these environmental issues affect people's lives today.

Anna: Well, this one's really relevant at the moment because it's been in the news a huge amount over the past few days – deforestation. Apparently, the world is losing its forests at a faster rate than at any time in history. I heard that about 80% of Earth's land animals and plants live in forests, and huge numbers of those may well soon be lost forever.

Lukas: Yes, and still so many people have got this idea that deforestation is limited to a small number of countries and regions, mainly those that have rainforests. Which isn't actually the case at all. OK, let's move on. I'd guess that air pollution gets more widespread recognition in the media. You know, how so many people today have breathing problems as a result of it, it's always on the news.

Anna: Is that something you've noticed? I'd have said the opposite. From what I see, it's becoming less prominent in the news. Maybe that's because of scientists saying air pollution isn't increasing as quickly as it used to, or vehicle emissions and exhaust fumes are supposed to be decreasing as everyone moves towards using electric cars, or whatever.

Lukas: Yeah, but not quickly enough, not by any means.

Anna: Well, exactly. Umm, shall we look at extreme weather? My dad was telling me the other day about how he used to watch the news on TV when he was a kid, and see reports of famine and starvation in particular regions – usually equatorial regions – all caused by drought, with rivers drying up, livestock dying. It was the big warning about climate change and what was to come.

Lukas: Yeah, and now look – extreme weather has blown up and it's the norm pretty much everywhere now. No one can say, 'oh, it's something that happens over there' anymore. Like, there are annual, devastating heatwaves in my country, often leading to forest fires, and they never used to happen anywhere in Europe. People are losing their homes, even their lives. It's like no one ever read the signs.

Anna: And, in so many parts of the world, extreme weather leads to problems like poor harvests and crop failure, which means people have no food and have to travel for days, on foot, to refugee camps where they can find food. Too many places have become desert regions where people simply can't live anymore.

Lukas: Very true. And next there's overfishing. Well, initially I might say that it's obviously more of a problem for marine life than it is for humans, who seem to be largely focused on destroying the environment for land animals, but that's not the case, is it? We're doing huge damage to the food chain living in our oceans as well.

Anna: Well, exactly. And, yeah, while fewer fish means there's less food available for sea birds or other predators, for example, it's also the case for those communities of people whose diet relies primarily on the fish they catch each day, not to mention, of course, anyone who depends on fishing as a source of income.

Lukas: Yeah, that's a really good point, I hadn't thought of that.

Examiner: Thank you.

5 Play the recording twice, the first time so students can answer the question, and the second so they can note down useful phrases the speakers use as they try to reach agreement, e.g., *Which one … do we think …?*, *What do you mean?*, *Like what? You could be right. I think I agree. I think that's a pretty convincing argument.*

Answer
Yes, they reach agreement. They decide that extreme weather poses the greatest threat.

Track 47

Examiner: Thank you. Now you have about a minute to decide which of the issues poses the greatest long-term threat to people's lives.

Anna: Right, OK. Which one of these five do we think is the biggest threat?

Lukas: It's very difficult to say, isn't it? They all do in one way or another – but perhaps the time scale is different.

Anna: What do you mean?

Lukas: Well, they all affect us now, but in the future some will get worse and some will improve.

Anna: Like what?

Lukas: Well, for example, in the short term, I think air pollution really is at such high levels in so many cities – increasingly high in many cases – and you wonder how anyone would be able to live there without their health suffering more and more each year. But as you mentioned before, vehicles are moving away from petrol and diesel and becoming electric …

Anna: And at some point we'll inevitably run out of fossil fuels, which means that those levels of air pollution should eventually come down. By that time of course the impact of all those other issues will probably have worsened.

Lukas: You could be right. Umm, so what are we going to decide? Personally, I think extreme weather is going to pose the greatest threat. I don't know about you?

Anna: Yes, I think I agree. I mean, millions of people are going to be displaced from their homelands and forced to migrate in search of a new life.

Lukas: OK, I think that's a pretty convincing argument for extreme weather, right there.

6 Before students do the Part 3 task themselves, tell them to read the list of compound nouns and consider how they can use some of these in their discussion. Then pair students with partners they do not usually work with and tell them to focus on the question and prompts on page 134. Set a time limit of three minutes for students to discuss the prompts. When the time is up, stop the discussion and give the examiner's instruction for the second part of the task: *Thank you. Now you have about a minute to decide which of the issues poses the greatest long-term threat to people's lives.* Pairs have one minute in which to negotiate and try to reach agreement. Monitor throughout the task and note down examples of correct and incorrect use of the target language (compound nouns and other expressions to do with the environment) and language for negotiating to reach agreement. In whole class feedback, praise the students for the correct examples, before eliciting corrections for errors.

Reading and Use of English Part 3 SB page 135

Lead in
Write *eco-warrior* on the board and elicit what is meant by the term (someone who is active in trying to prevent damage to the environment). Ask: *Would your friends describe you as an eco-warrior? Why or why not?* Give students a moment to consider their response before inviting them to share their ideas.

1 Focus on the example and point out that the words are grouped as nouns, verbs, adjectives and adverbs. Tell students to categorise the words they make in the same way. Put them into groups and set a time limit of three minutes. Then invite groups to write their words on the board. Encourage peer correction for errors, before correcting yourself. Check that students understand the meaning of some of the less familiar words by eliciting example sentences, e.g., *I was **befriended** by a neighbour when I moved into my new apartment. We've tried to persuade Mum to change her mind, but she's **immovable**.*

Suggested answers
friend: friendship, friendliness, unfriendliness; befriend (unfriend – Facebook); friendly, unfriendly
help: helper, helpfulness, helplessness; helpful, unhelpful, helpless; helpfully, unhelpfully, helplessly
know: knowledge; knowledgeable, knowing, unknowing, unknown, unknowable; knowledgeably, knowingly, unknowingly
live: life, liveliness; lively, alive, lifeless
move: movement, removal; remove; moving, unmoved, movable, immovable; movingly, movably, immovably
nation: nationality, nationalist, nationhood; nationalise, denationalise, renationalise; national, international, multinational; nationally, internationally
sense: sensitivity, sensibility, sensitisation, desensitisation; sensitise, desensitise; sensitive, insensitive, sensible, insensible, senseless, sensitised, desensitised; sensitively, insensitively, sensibly, insensibly

2 Elicit the answer to the first question from the class. Allow weaker students to work in pairs or groups.

Answers
1 ~~number~~ outnumber **2** ~~humour~~ humorous
3 ~~time~~ daytime/daylight **4** ~~deep~~ depth
5 ~~come~~ upcoming/forthcoming/coming
6 ~~practice~~ impractical **7** ~~advice~~ advisory
8 ~~exist~~ non-existent

Read the exam advice with the students. Remind them that prefixes do not usually change the spelling of the word they are added to, for example, *immovable*, not ~~*imovable*~~.

Exam advice

3 Tell students that as this is an exam task, they should work individually. Focus on the exam advice and set a time limit of ten minutes for students to complete the task. Give them a two-minute warning after eight minutes, and remind them to give themselves time to check that their answers are grammatically and contextually correct. When the time is up, elicit the correct words and check the spelling.

Answers
1 tirelessly **2** likelihood **3** proudly **4** heightened
5 foundations **6** disagreeable **7** injustice(s) **8** overcome

4 Give students time to read the questions and note down ideas before you pair or group them. Point out that some of the compound nouns on this page (e.g., *fuel consumption*) may be useful for them when discussing question 1. Encourage pairs/groups to think of a variety of answers for each of these questions. Elicit their ideas and invite class discussion.

Writing Part 2: A proposal SB page 136

▶ **Page 202 Writing bank**

Lead in
With books closed, write the word *waste* on the board. Invite students to brainstorm words and phrases that they associate with the word. Add these to the board.

1 Students work individually before sharing their answers with a partner. Refer them to the exam information on page 60 and the exam advice on page 92 to check their answers before you elicit them from the class.

Exam round-up
In Writing Part 2:
1 proposals are normally written for **organisations**, **clubs**, **colleagues**, **etc**.
2 proposals should include suggestions or recommendations (True)
3 you **should** support suggestions and recommendations with factual information
4 you may use headings in a proposal (True)
5 the style can be less formal if you are writing for **colleagues or fellow members of a club**.

2 Read through the task and questions with the class. Elicit some ideas for the organisation that pairs might choose for these questions. An obvious choice is the school or college that they are attending, but other ideas might include a local shop or supermarket, a football club or other large sports organisation, a cinema or music venue or the local council. Pairs decide on the organisation they will consider and discuss the questions, noting down their ideas. At the end of the discussion, invite pairs to present their ideas to the class.

3 Refer students back to the exam task and ask them to identify the purpose of the proposal (to promote more careful and less wasteful use of resources) and the two requirements of the task (to outline the current situation in an organisation and to suggest improvements). Students read the sample and consider the questions before discussing them with a partner. You may want to refer them to the checklist for proposals on page 204 for a fuller evaluation of the sample proposal.

Suggested answers
1 In general the question is well answered. Factual information is included, e.g., 'The college currently uses twice as much printing paper as it did two years ago. This is despite the fact that all information and study material could be moved to a cloud-based storage system.'
2 Yes. The clear, simple headings help the organisation.

4 This exercise reinforces the work done in Unit 6 on the importance of reference words to avoid repetition. Elicit the answer for question 1 before students complete the task individually, referring back to the text where necessary. When eliciting the answers for questions 2, 5 and 7, make sure students recognise that the reference word may refer back to a whole idea expressed in the previous sentence, not just a specific word or phrase. Remind students that using reference words correctly will help them produce a cohesive piece of writing which is clear and easy to follow.

Answers
1 the college
2 the fact that the college is using twice as much paper as it did two years ago
3 printing documents
4 lights, heaters, computers and other electrical devices
5 leaving on lights, heaters, computers and other electrical devices overnight
6 car park spaces
7 reduction of the number of places in the car park and replacement with bicycle racks
Reference words like these are used to avoid repetition when referring to things or ideas previously mentioned and to make links between sentences.

5 You may want to set questions 1 and 2 first and elicit the answers before pairs go on to deal with the sentences in questions 3 and 4. Monitor and give help where needed. If some pairs are having trouble forming the passive, prompt them to look for the object of each verb as their starting point. Before you elicit the answers, you could tell students to turn to the table on page 166 of the COMPLETE grammar reference to check that they have used the correct passive tenses.

Answers
1 will be suggested, could be moved, should be printed, should be required, are (ever) turned off, are (commonly) left, should be reminded, is not needed, is (widely) acknowledged, be reduced, be replaced, to be used, were implemented
2 *(Suggested answer)* The passive is commonly used in formal contexts. It focuses on the action rather than the person who does the action – this makes the language impersonal, which is appropriate for a text of this kind.
3 a, b, d, f
4 a People need to be encouraged to use the recycling bins.
b If the air conditioning system was/were replaced, less electricity would be wasted.
c Cannot be changed. The verb has no direct object which could become the subject of a passive verb.
d The roof should have been insulated when the building was constructed.
e Cannot be changed. Neither verb has a direct object.
f At present the problem is not being taken seriously enough.
g Cannot be changed. There is no passive form for the present perfect continuous.

6 Tell students they have 45 minutes to complete the writing task and that they should work individually. Give them a ten-minute warning after 35 minutes. Once the time is up, tell students to read their proposal and underline examples of reference words and passive forms. Give them a few moments to correct any obvious errors before they hand their writing in for marking.

Vocabulary

Prepositions following verbs

adapt to
apply for
apply to
attach to
believe in
bond with
concentrate on
contribute to
depend on
focus on
incorporate into
insist on
participate in
serve as
spend (money) on

Word formation

verb > noun

appreciate: appreciation
encourage: encouragement
explain: explanation(s), explication(s),
inspire: inspiration
investigate: investigation(s), investigator(s)
receive: receipt(s), reception(s), receptacle(s), recipient(s), receptionist(s), receiver(s), receptiveness

noun > verb

access: access
belief: believe, disbelieve
conversation: converse
determination: determine
equality: equalise
pursuit: pursue

noun > adjective

access: accessible, inaccessible
activist: active, inactive
account: accountable, unaccountable
community: communal
damage: damaged, damaging, undamaged
honour: honourable, dishonourable, honoured, dishonoured

Compound nouns and adjectives

birdfeeder
birdwatching
city-dwelling
eco-friendly
eye-witness
first-hand
forward-thinking
high-profile
narrow-minded
outdoor
outside
playlist
record breaker
rip-off
time-consuming
wildlife
workload
world-renowned

The environment

air pollution
deforestation
drought
extreme weather
forest fires
oil spills
overfishing

Vocabulary activity 1

This activity develops the ideas students came up with when they completed Exercises 2 and 6 on pages 136 and 137. Working in groups, students choose an institution or public space, e.g., a school, a workplace, a neighbourhood. They create a poster or infographic which raises awareness of environmental issues and makes practical suggestions to improve the current situation.

Vocabulary activity 2

In pairs, students role-play an interview. One student is the interviewer and the other is an environmental activist. Students can get ideas from the *Birdgirl* article on pages 130–131 and the eco-warrior text on page 135. Before pairs start the role-play, give them time to decide on their roles, to think of an issue that the activist is campaigning on and to think of about five interview questions (e.g., *What made you decide to become an **activist** for **wildlife** conservation?*), together with possible answers. After practising the interview, students swap roles and do the activity again.

DIGITAL CLASSROOM

Practice Extra Unit 12

Test Generator Unit 12 test

Test and Train Exam Practice

Unit 11 Vocabulary and grammar review

1
1 spend a fortune 2 rough it 3 kept waiting 4 sick and tired of
5 the whole point of 6 without a trace 7 keep your cool
8 out in the open
2
1 at 2 at 3 in, at 4 on 5 at/in, on 6 on 7 in 8 at
3
1 not overslept, he would not / wouldn't have
2 had arrived/been on time for
3 were better, she could have applied
4 would be (most/very/extremely) grateful if you
5 had not / hadn't been for Bruno's advice
6 would not / wouldn't be taking part in
7 was not / wasn't / were not / weren't afraid of

Unit 12 Vocabulary and grammar review

1
1 loneliness 2 widely 3 inability 4 oversimplified
5 Apparently 6 handmade 7 clarify 8 carefree
2
1 ~~with~~ in 2 ~~to~~ on 3 ~~in~~ to 4 correct 5 ~~for~~ to 6 ~~for~~ on
7 ~~to~~ on 8 correct
3
1 Ø 2 the 3 a 4 the 5 Ø 6 the 7 Ø 8 the 9 Ø 10 Ø
11 the 12 Ø 13 an 14 Ø 15 Ø 16 the
4
1 hydrocarbon 2 humans 3 matter 4 fuels 5 organism
6 reactions 7 setting 8 requirements 9 product 10 years

13 A healthy lifestyle

Unit objectives

Topic: health and fitness

Reading and Use of English Part 8: identifying key ideas in questions

Reading and Use of English Part 3: analysing sentences to identify parts of speech required; considering word formation

Listening Part 3: listening for key ideas

Writing Part 2: a letter: text structure; using the correct register; phrases for explaining and suggesting

Speaking Part 2: maintaining fluent and effective communication

Grammar: ways of contrasting ideas; the language of comparison

Vocabulary: prepositions following adjectives

Starting off SB page 140

Lead in
Look at the photos with the students and ask: *How are these photos relevant to the topic of 'A healthy lifestyle'?* Elicit brief ideas from the class on each photo, and then ask: *Which of the people in the photos do you think might be most like you, in terms of their lifestyle?*

1 Check that students understand the meaning of the medical vocabulary. Point out that *ache* can form part of a compound word (e.g., *toothache*), or can be used on its own as a noun (e.g., *aches and pains*) or a verb (e.g., *My back is aching*). Ask students to pick out other words that can be a noun or a verb (*blister*, *bruise*, *fracture*, *sprain*, *sting*). Look at item 1 and elicit one advantage and one disadvantage before putting students into pairs to continue the activity. Elicit answers in whole-class feedback, encouraging students to use the target language when responding.

Suggested answers
1 Advantages: alerts you to any problems, e.g., raised heartbeat.
Disadvantages: can make you over-concerned and obsessed about your own state of health or sleep patterns
2 Advantages: keeps you mentally alert and physically well
Disadvantages: too much sleep can make you feel groggy and mentally sluggish
3 Advantages: clean air and environment, less stressful life, less traffic
Disadvantages: allergic reactions to plants, venomous spiders and snakes, fewer medical services, smaller hospitals
4 Advantages: more medical services, larger hospitals
Disadvantages: pollution, risk of catching contagious diseases, heavy traffic causing pollution, which can affect asthma sufferers, traffic accidents
5 Advantages: getting a range of vitamins and minerals in food, keeping weight down through avoiding over-consumption of, for example, fat and sugar
Disadvantages: greater expense and possible lack of availability of healthy food
6 Advantages: prevents childhood diseases, gives immunity to disease, reduces the spread of infectious diseases
Disadvantages: some vaccinations may cause illness in a minority, some people have a fear of needles, some have allergies to vaccinations
7 Advantages: keeps you physically fit, helps keep heart and lungs healthy, helps prevent obesity
Disadvantages: can cause injury and pain – bruises, muscle strain, aches, fractures, blisters, bruises, sprains, etc.
8 Advantages: keeps you fit, gets you out in the fresh air, allows you to grow fresh fruit and vegetables
Disadvantages: physically tiring, can cause injury, e.g., bad back, aches, blisters, bruises, sprains, insect stings, etc.

2 Students discuss in pairs. Tell them to give examples to support their opinions on the first question.

Listening Part 3 SB page 141

Lead in
Tell students to stand up. Then say: *Sit down if you sleep, on average, fewer than five hours per night.* Then: *Sit down if you sleep fewer than six hours.* Repeat, increasing by an hour each time, until no one is left standing. With the class, briefly discuss: *What's the best way to get a good night's sleep?*

1 Students work individually before comparing answers with a partner.

Exam round-up
In Listening Part 3:
1 you will hear a **conversation**
2 the recording lasts approximately **four** minutes
3 you have to answer **six** multiple-choice questions
4 there are **four** alternative answers for each question
5 the correct alternative will **express the same ideas** as the recording
6 you should read the questions **before** you listen for the first time.

2 Ask students to look at the photo and elicit the word from the list on page 140 that identifies the woman's problem (*insomnia*). You could ask students if they ever suffer or have suffered from insomnia themselves. Then put them into pairs to discuss the questions. Once you have elicited their ideas in whole-class feedback, point out that we can use the term *early bird* as well as *early riser* for someone who habitually gets up early.

Suggested answers
1 increased stress, longer working hours
2 dividing the night into two sleeps and working in the middle of the night
3 Early risers find it hard to stay awake in the evenings, may miss out on social events. Night owls might find it hard to be on time for work, school or college in the mornings.

3 Students do the exam task individually. Remind them that if they can't decide on an answer when they listen the first time, they should cross out any options they know are incorrect, as this will narrow down their choices when they listen again. Give them 70 seconds to read the questions and then play the recording twice. Elicit the answers, asking students to give reasons for their choices, and replay parts of the recording where needed to clear up any areas of confusion.

Answers
1 C **2** B **3** A **4** D **5** B **6** C

Track 48

Interviewer: Today I'm with authors Karen Nash and Paul Crosby, who're researching the subject of sleep for a book they're writing. Welcome! Karen, did anything particularly strike you during your research?

Karen: Well, getting enough sleep is critical to maintaining good health – it's when the brain does some of its most important work. Anyway, I came across some research on the purpose of dreams – fascinating stuff! I'd thought it was only during restful sleep that dreams occurred, and they were a means of filtering the previous day's events. This research suggested that as our days become predictably similar, we're unready for unexpected circumstances. So the role of weird dreams might be to provide us with suitable responses. The idea really appealed! However, despite the author arguing there was neuroscientific evidence to support it, the jury's still out, sadly, as to whether dreams do perform any useful function or are just a coincidental by-product of sleep, which you may or may not recall later.

Interviewer: Then you discovered an author who'd written extensively about sleep issues.

Karen: Indeed, just when I'd been having bouts of insomnia myself. The author's message was that even though sleep was a perfectly normal thing for our bodies, sometimes we just had to relearn how to do it. I found that comforting, somehow – that changing my sleep patterns was achievable. But I also knew I'd have to work at the solution. The hardest part was applying his rule that rather than lying awake, you should get up and do something calming, whereas I'd just stay in bed. Coincidentally, though, I also took on more daily exercise, and my sleep improved significantly. However, I did relapse later.

Interviewer: And Paul, you looked at sleep patterns of different individuals?

Paul: That's right. While people clearly need different amounts of sleep, it seems they fall into two distinct groups, known as chronotypes – what we usually call early risers and night owls. And if you're a night person, there's little you can do to become an early riser. There's also a general acceptance that work or studies have to start early in the morning, whereas owls really need to start later. There's been research to suggest that applies to teenagers, too, but schools aren't very tolerant of late arrivals! And changing that'd require a massive culture shift.

Interviewer: But you've adopted a new sleep pattern – splitting the night into two?

Paul: Mmm, it started at university – staying up late to finish assignments. Then I realised I was much more effective after a nap, before working on into the early hours, when I wasn't disturbed. That inevitably meant having early nights, which though damaging to my social life, removed any worries I had about long-term negative impacts on my health. Anyway, to my relief I came across research indicating that, far from being innovative, this sleep pattern would've been familiar to people centuries ago – until electric lights were developed, in fact – as people had previously slept to pass the dark evenings.

Interviewer: And Karen, you've adopted a similar sleep pattern to Paul.

Karen: Indeed. I'd relapsed into having difficulties sleeping, and got tired of lying awake, and frustrated with feeling I was wasting valuable time, as my mind was so alert. So I decided to accept it. That's removed the stress of wondering whether I'll sleep. I just take what comes, which seems to suit me much better. I did worry that, after working during the night, I wouldn't be able to drift off again, but I've usually fallen into a deep sleep, and my productivity's restored to previous levels. It means I forego certain things, like early-evening TV, but there's always online catch-up!

Interviewer: So, what do you both feel has been your most important discovery, for the book? Karen?

Karen: Well, everyone's got an expert opinion on sleep, not surprisingly – it's something we've all got in common, as we can't do without it. But that does mean you have to treat some 'evidence' as anecdotal rather than scientifically proven. And people are becoming increasingly exposed to the 'sleep business' that's developing – the promotion of expensive beds as solutions, say. But it seems the more obsessed you are with getting enough sleep, the harder it is to achieve – that was key for me.

Interviewer: Paul?

Paul: I discovered a general lack of awareness about the importance of sleep – as if we can just put it on hold if we're busy. The thing is, it's a bit like breathing – the moment you're aware of it, it gets more difficult to do. But I did also come across useful advice amongst all the theories.

Interviewer: Thanks! And the book'll be published on …

Extension activity
Play the recording and ask students to say why the incorrect options are wrong, identifying distractors. For example, for question 1 Karen says 'I'd thought it was only during restful sleep that dreams occurred', which might seem to point to option A: 'quality of sleep'; however, it refers to what Karen had previously thought, not what she discovered through the research.

4 You may want to look at question 1 first with the class. Elicit examples of the 'sleep business' before putting students into pairs to discuss question 2.

Background information
The sleep industry comprises any companies selling services or products that can be helpful for sleep. These can include mattresses and other bedding, white-noise machines, sleep consultants and sleep-monitoring apps. It is believed that the industry is worth approximately $40 million today.

Vocabulary SB page 142

Prepositions following adjectives

1 There are many adjective–preposition collocations in English that students often find difficult at this level. Give students a moment to underline the adjective in each sentence (e.g., *tolerant*, *critical*) and then elicit the answer to the first question from the class. Allow weaker students to work in pairs. If they are undecided between two possible prepositions, encourage them to say the extract aloud, to see which answer sounds better. When they have finished, they can check their answers with the list *Adjective + preposition* on page 188.

Answers
1 of **2** to **3** to **4** to **5** of, with **6** with **7** with **8** of

Fast finishers
Tell fast finishers to look at the list of adjective-preposition collocations on page 188 and to write two or three sentences with the preposition missing. At the end of Exercise 1, ask fast finishers to write their sentences on the board and invite other students to complete them.

2 Students work individually and then compare answers with a partner. During feedback for sentence 3, explain that although *with* is the preposition that normally follows *delighted*, *by* is also possible in this sentence. Also, on sentence 4 you could point out that the same preposition (*for*) is needed in these examples: *Living on the outskirts of the city is convenient **for motorists** / **for travelling** on the motorway.* Advise students to go over the list of adjectives + prepositions on page 188 when they are revising and to add other items to the list when they notice them in their reading.

Answers
1 ~~by~~ to **2** correct **3** ~~for~~ with **4** ~~to~~ for **5** ~~for~~ to
6 ~~for~~ to **7** ~~with~~ of **8** ~~to~~ of

3 Students work individually before comparing their answers with a partner. As an alternative and to increase the challenge, you could put students into pairs. Tell student A to close their book. Then ask student B to read sentence 1, saying the word *blank* when they get to the gap. Student A repeats the sentence, substituting the missing preposition. For example:

Student B: *We decided to move to this side of town because it's convenient **blank** the airport, so it's useful when we need to fly home.*

Student A: *We decided to move to this side of town because it's convenient **for** the airport…*

Students swap roles after sentence 4.

Answers
1 for **2** of **3** by **4** with **5** against **6** about **7** to **8** in

4 Elicit or explain the meaning of *workaholic*. Then ask students to work individually before comparing answers with a partner. As in Exercise 1, if they are not sure of an answer, encourage them to say the whole phrase aloud with different prepositions, as the correct one may be easier to identify orally. Once you have elicited the answers, you could put students into groups to discuss some or all of the following questions:

*What achievement are you most **proud of**?*
*What have you done that you didn't think you were **capable of** doing?*
*What job do you think you would be most **suited to**?*
*When was the last time you got **anxious about** doing something?*
*In what situations should people be **kind to** themselves?*

Answers
1 of **2** of **3** to **4** to/for **5** with **6** in **7** about **8** at
9 to **10** about/of

Grammar SB page 143

Ways of contrasting ideas

▶ **Page 183 The COMPLETE grammar reference**

Lead in
Make photocopies of a set of 5–10 sentences which include the target language, e.g., *whereas, though, yet*. You will need one set per group of three or four students. Cut up each sentence so that the clauses are split (see examples below). Put students into groups and give each group a set of divided sentences. Set an appropriate time limit for students to match the sentence parts and make complete sentences. Example sentences:

The yoga course was hard work | but worthwhile
My brothers can eat anything they want, | whereas I tend to gain weight easily
It was scary | and yet exhilarating to go deep sea diving
Though it was daunting, | I managed to give up eating processed food
I completed the marathon | despite having blisters on both my feet

1 Students work individually to identify the expressions for signalling a contrast.

Answers
1 However, despite **2** though **3** whereas **4** While
5 even though

2 Pair weaker with stronger students and monitor to give help where needed. After feedback for questions 4 and 5, you could elicit alternative expressions that could be used in sentences 1, 2 and 4 in Exercise 1 (1 *All the same / Nevertheless / Even so / Still*; 2 *however*; 4 *Though / Although / Despite the fact that*).

Answers
1 despite, whereas, while, even though
2 None of them – they can also be placed at the beginning.
3 However
4 *(Suggested answers)* although, in spite of (the fact that), (and) yet, Nevertheless, Even so, All the same, Still, On the other hand
5 In sentence 3 *but* could replace *whereas*. In sentence 5 *although* or *despite / in spite of the fact that* could replace *even though.*

3 Students work individually. Tell them that in some cases more than one answer is possible, but they should use all the words in the box. Allow them to refer to the COMPLETE grammar reference, page 183 if they need support.

Answers
1 although / even though **2** but **3** whereas/but
4 However **5** Although / Even though

4 Before students start this exercise, you could go through the note and examples for *despite / in spite of* on page 183. Point out that these expressions often make a contrast between something that happened or is true and something that might have prevented it. Take sentence 2 as an example, and show that although *despite / in spite of the fact that* would fit grammatically, the meaning is wrong. Students finish the activity on their own.

Answers
Sentence 1: I recognised you as soon as I saw you, in spite of / despite the fact that we'd never met before. / I recognised you as soon as I saw you, in spite of / despite (my) never having met you before.
Sentence 5: In spite of / Despite the fact that I'd been there twice before, I forgot where the post office was. / In spite of / Despite having been there twice before, I forgot where the post office was.

5 Students work individually. Elicit several possible corrections for most of these sentences during whole-class feedback.

Answers
1 ~~Despite~~ Although / Even though / Despite the fact that / In spite of the fact that
2 ~~however~~ but / However,
3 ~~However~~ Even though / Although / Despite the fact that / In spite of the fact that
4 ~~Though~~ However,
5 ~~where~~ whereas/but
6 ~~While~~ Although / Even though / Despite the fact that / In spite of the fact that

6 Give students three minutes to complete the activity, using their own ideas. Once they have finished, put them into small groups to share their sentences. If you intend to do the extension activity, make sure that the groups include a mix of stronger and weaker students.

Extension activity
This is a competitive activity. Working in the same groups, students choose three of the sentence openings in Exercise 6 and devise endings that include at least one health word from page 140 and at least one adjective + preposition from page 142. For example, *I realise it's very important to keep fit. However, I'm not* ***suited to*** *running, which gives me sore knees and* ***blisters***. Invite teams to write their sentences on the board. Award one point for every grammatically correct sentence and one point for each correct use of a target word/phrase. The winning team is the team with the most points.

Reading and Use of English Part 8 SB page 144

Lead in
Ask students which sports they most and least enjoy. Give students a moment to consider their responses before putting them into pairs to discuss. To encourage them to recycle the grammar in this unit, you could tell them to express contrasting ideas where appropriate, e.g., ***Even though*** *I'm not a strong swimmer, I love swimming as it …* Finally, ask students which sports they might like to take up in the future.

1 Tell students to cover Exercise 3 and to work individually before comparing their answers with a partner. After eliciting the answers, reiterate some of the advice on how to approach a Part 8 task that was given in Unit 4 (page 42). Remind students that reading and underlining the key ideas in the questions will help them to identify exactly what they should expect to find reflected somewhere in the text. They should then read the text sections one at a time and try to find two, or possibly three, questions that fit before moving on to the next section.

Exam round-up
In Reading and Use of English Part 8:
1 there are **ten** questions or statements
2 the questions or statements come **before** the texts
3 you should read the **questions or statements** first
4 you have to match **all** the questions and statements with the texts
5 the texts are **likely** to contain similar information.

2 In multinational classes, pair students from different countries together where possible. In whole-class feedback, you may find that students raise the issue of gender inequality in sport, for example, differences in earning potential. If they do, you could briefly explore the benefits of equality in sport with the class before moving on.

3 Set a short time limit for students to underline the key ideas, and then move straight on to Exercises 4 and 5.

Suggested answers
1 determination increased / weren't going well
2 surprised / demanding
3 applied lessons / everyday life
4 compensate for disappointments / outside / sport
5 adopt/ different attitude
6 get over / previous poor sporting experiences
7 liberated by / fresh perspective
8 regrets absence/ aspects of other sports
9 accepted / lack of talent / compromising on dreams
10 doubts / suitability / character

4 Tell students to skim the four text sections quickly to get a general sense of each one. They will need to read each section closely at the next step.

Answers
A basketball, football, hockey
B rugby
C cricket
D tennis, football, hockey

5 Set a time limit of 12 minutes for students to complete the exam task. When you elicit the answers, make sure students justify their choices and encourage peer correction before you confirm the correct answers yourself.

Answers
1 B **2** D **3** D **4** A **5** D **6** B **7** C **8** D **9** A **10** C

Extension activity
Students look back through the texts to identify five words or phrases related to sport and health that they could use in the Speaking exam. Students write example sentences that are true for them, before sharing their phrases and sentences with a partner. For example: *I chose the compound word* ***sport-obsessed****. My example sentence is: Although I go to the gym sometimes, I've never been* ***sport-obsessed*** *like my brother.*

6 Put students into pairs to discuss the questions. During feedback, if some students have had bad experiences with sport or have generally negative feelings about it, invite them to say why and to talk about other forms of exercise that they prefer.

Grammar SB page 146

The language of comparison

▶ **Page 184 The COMPLETE grammar reference**

1 You may want to remind students that they will often be tested on comparative forms (including modifiers that go with them) in Parts 2 and 4 of the Reading and Use of English paper and will need to make comparisons in Speaking Part 2. Tell students to work in pairs on this exercise and to answer all the questions before referring to the text. During feedback, make it clear that in sentences 6 and 9, *far more* and *much more* are both correct answers – these phrases are interchangeable, although *far more* is a little more formal.

Answers
1 fewer **2** more of **3** by far **4** well **5** more and more
6 far more **7** as … as **8** a bit less **9** much more
10 nearly as many … as **11** Most surprisingly **12** as … as

2 Students work in pairs or small groups. They can refer back to the sentences in Exercise 1 but should also try to think of other examples to show the ways in which these words can be used. Start them off by looking at question 1 together. Elicit examples, either from Exercise 1 or from the students themselves, to establish the word forms that follow *more* and *most*. Give prompts if necessary: *Can they go with adverbs? What about with nouns? Any kind of noun?* With a weaker class, you may want to continue in the same way with question 2 before leaving students to discuss the other two questions in pairs. On question 3, make it clear that *by far* is only used with superlatives, while *far* is used with comparatives (*He's ~~by far~~ far brighter than me*). Refer to the notes and examples on page 184 of the COMPLETE grammar reference if students need more help with the grammar in this section.

Answers
1 nouns, long adjectives, adverbs
2 *Less* can be an adverb (e.g., People smoke less than they used to.) and may be followed by an adjective or another adverb (e.g., He's less practical than his brother. She works less efficiently than her sister.). *Less* can also be a determiner followed by an uncountable noun (e.g., We have less money than we thought.).
Fewer is a determiner and is followed by a plural noun (e.g., These days fewer people smoke than in the past.).
3 *by far* = easily, without any doubt, certainly
4 *a bit*, *a little*, *slightly* or *no* (I'm feeing a bit / a little / slightly / no better now.)

3 This exercise provides some brief practice with the sort of transformations the students will have to make in Reading and Use of English Part 4. Tell them to work individually and then check the answers with the class.

Answers
1 Many people earn less money than they did five years ago.
2 Finding a new job was less difficult than / not as difficult as I expected it to be.
3 That was the funniest film I've ever seen.
4 There are fewer unemployed people now than there were ten years ago. / Fewer people are unemployed now than ten years ago.
5 Working conditions aren't as good as they used to be.
6 Petrol is becoming more and more expensive.

4 Students work individually to correct the errors.

Answers
1 ~~much~~ more / ~~far much~~ much more **2** ~~worst~~ worse
3 ~~like~~ as **4** ~~less~~ fewer **5** ~~harder~~ hardest **6** ~~fewer~~ less
7 ~~difficult even more~~ even more difficult **8** ~~much~~ far / a lot

5 Check that students understand the meaning of any new vocabulary. Then put them into pairs to complete the task. For further practice on comparisons, they could do Exercises 1 and 2 on page 185 of the COMPLETE grammar reference, either in class or for homework.

Speaking Part 2 SB page 147

▶ **Page 207 Speaking bank**

1 Tell students to think back to the Part 2 tasks they have already done in Units 2, 5 and 9 and give them a few moments to answer the true/false questions. Remind them that they will always be asked to compare the two photos they choose, so the language for comparing and contrasting that they have practised in this unit will be particularly useful for this task.

Exam round-up
In Speaking Part 2:
1 you have to speak about **two** photos
2 you have to answer **two** questions about the photos
3 each candidate has to speak for one minute (True)
4 you should not try to describe the photos in detail (True)
5 you have to answer a question on your partner's photos (True)
6 if you notice that you've made a mistake, **correct** it.

2 These questions are a lead-in to the main exam task. Put students into pairs to discuss the questions briefly.

Suggested answer
1 They are all physical activities which people do to keep fit.

3 Put students into pairs and assign A and B roles. Student A will need to choose two photos to compare from Set A, while student B focuses on the follow-up question. Give them time to note down ideas, reminding them to keep focused on the specific questions that the examiner asks. Encourage them to think of words and phrases from this unit that they could use. If you did the extension activity for Reading and Use of English Part 8 (TB page 118), some of the phrases they picked out from the text might be useful here. If students don't know the correct term for something in one of the photos, e.g., the name of the machine in photo 1 (an elliptical machine), they should think of a way of expressing the meaning in other words.

4 Pairs now make notes for this second task and the photos in Set B. At the end of this exercise students will have some ideas prepared for doing the exam tasks in Exercise 6. Remind them, however, that in exam conditions they will have only 30 seconds of preparation time and they won't have the opportunity to write anything down. Also remind them that they won't see the examiner's instruction, so will need to listen very carefully to make sure they hear both questions that are asked. If they are in any doubt, they should ask the examiner to repeat the instruction.

5 Play the recording twice and encourage students to make notes as they listen. You could allow them to share their first impressions in pairs after the first listening, before you play the recording again. After whole-class feedback, you may want to ask students to consider their past performance when doing this speaking task and to reflect on which of their pieces of advice are particularly relevant to them.

Suggested answers
1 The woman fulfils the task requirements better than the man, but although she talks coherently about why the activities are popular, she doesn't say how effective they are. She talks about her own personal preferences, which are irrelevant here as they are not part of the task.
The man talks about all three activities instead of selecting two. He doesn't fulfil the requirements of either part of the task he is set, although he does say a little about the qualities needed for rock climbing. Like the woman, he talks about his own personal preferences instead of saying why people participate in the activities.

2 Advice to the woman: Listen carefully to what you are asked to do. Don't be sidetracked into talking about yourself.
Advice to the man: Select two of the photos to talk about. Listen carefully to what you are asked to do. Think for a few seconds before you start to talk. Once you have started talking, try not to pause too often.

Track 49
Set A
Marta: OK, I'm going to choose gym exercises and walking, I think, because they seem to me to be quite different. I think gym exercises are becoming more and more popular because people don't have the opportunity to go out into the countryside, especially if they live in a town – so lots of people join a gym because they think that's a good way to keep fit. I think it's to do with time and space and not having the opportunity to walk. Whereas walking is something you can do only if you have access to the countryside – which a lot of people don't have these days. Anyone can join a gym and plan their visits to fit in with their other commitments. Personally, I prefer walking to gym exercises, which I think are dreadfully boring. Walking's more interesting because you get to see the countryside.

Set B

Lukas: The three photographs here show very demanding activities. Perhaps the most physically demanding would be either rowing or cycling because you're exercising more parts of the body, but then again, for rock climbing you need a certain level of physical fitness. Umm, I've never actually been rock climbing myself, but I know someone who does it regularly and he's very fit. I suppose if I had to choose one activity to help me keep fit, it'd have to be rowing, I think, because it works the muscles in almost every part of your body – especially your arms, legs, back and stomach. I did it a couple of times when I was a kid and I remember it was absolutely exhausting. Cycling, on the other hand, is an everyday activity you can do at any time – and you don't need anywhere special to do it.

6 If you want to make this task closer to the conditions students will face in the exam, you may prefer for them to speak without looking at their notes and with their books closed. Read out the examiner's instruction for the A students in Exercise 3 and after they have spoken for a minute, stop them and read out the follow-up question for B students to answer. Then repeat the procedure for the B students' long turn in Exercise 4. In whole-class feedback, invite students to comment on their own performance. If they could benefit from more practice, you could ask them to swap roles, work with a different partner and do the tasks again.

Reading and Use of English Part 3 SB page 148

Lead in

With books closed, ask students whether they think taking a hot bath or a cold one has more health benefits. Elicit ideas from the class.

1 Tell students to cover the right-hand side of the age when they answer these questions. They can compare their answers with a partner before you elicit them.

Exam round-up

1 There are **eight** gaps in the text.
2 You can write **one** word in each gap.
3 You **should** use a different form of the given word in capitals
4 If you need a negative form of the given word, you can **add a prefix or suffix**.
5 Correct spelling is **essential**.
6 When you have completed the gaps, **read through the whole text, checking that the completed sentences make sense and are grammatically correct**.

2 Put students into groups for this word-building exercise. Tell them think of as many words as possible for the table, without using a dictionary. While they are working, write the table on the board. Then invite groups to come to the board one at a time and each fill in the table for two of the root words. Other groups can then add any other words they thought of and make corrections, if necessary, to the ones that are already there.

Answers

2 intention; intentional, unintentional; intentionally, unintentionally
3 application, applicant, appliance; applicable, inapplicable; applicably
4 explosion, explosive; explosive; explosively
5 advice, adviser/advisor; advisory, advisable, inadvisable; advisedly
6 knowledge; knowledgeable, knowing, unknowing, known, unknown; knowledgeably, knowingly, unknowingly
7 repetition, repetitiveness; repetitive, repetitious, repeated; repetitively, repeatedly
8 inclusion, inclusiveness; inclusive; inclusively
9 description; descriptive, describable, indescribable; descriptively, indescribably

3 Students now work individually to complete the Part 3 task. Remind them to think about what type of word is needed for each gap (noun, verb, adjective, adverb) as this will help them to decide how they should transform the word given. Set a time limit of ten minutes to complete the task.

Answers

1 beneficial **2** similarities **3** improvements **4** lower
5 inflammation **6** inability **7** loss **8** reduction

Fast finishers

Fast finishers note down how long the task took them to complete. They then consider the other Reading and Use of English parts and make a rough plan for how they could most effectively divide their time in the exam. For example, a student might decide they need around seven minutes to complete Part 3 but 15 for Part 8. At the end of the lesson, invite fast finishers to share their plans, pointing out that there is no right or wrong answer and that each student should make their own choices. Complete the activity by putting students into pairs and telling them to discuss which parts of the Reading and Use of English paper they think they will need to spend the most and least amount of time on.

4 Give students a few moments to read the questions and consider their responses before putting them into pairs or groups. Elicit some of their opinions in whole-class feedback.

Writing Part 2: A letter SB page 149

▶ **Page 196 Writing bank**

1 With books closed, write the question from the rubric on the board: *How much do you remember about Writing Part 2?* Put students into groups to discuss briefly. Invite groups to share their ideas but do not offer any corrections or additions at this stage. Then tell students to open their books and complete the exam round-up task.

Exam round-up
In Writing Part 2:
1 You have a choice of **three** tasks.
2 The task may be an email or letter, a **review**, a report or a proposal.
3 In order to write in the correct style, it is important to remember who the (**target**) **reader** is.
4 You should write **220–260** words for this part.
5 When you are writing a report or a proposal you can divide what you write into **sections** and put a **heading** above each one.
6 When you are writing a proposal, you are trying to **persuade**/**convince** someone to act on your ideas or suggestions.

2 Students work individually. In whole-class feedback, make sure students use examples from the letter to support their answer to the question.

Answers
Yes, it covers all parts of the task.

3 As students have completed this type of activity before, they should not need any additional support, but you may want to remind them that the topic of a paragraph is often announced in the first sentence (topic sentence). Students should recognise that in this sample each paragraph develops ideas on one topic, tying in with the points in the exam task, so the letter follows a logical sequence.

Suggested answers
Para 1: introduction – a general statement of the purpose of the letter
Para 2: problems that are worrying club members
Para 3: suggested improvements
Para 4: closing remarks, urging action from the manager

4 Give students time to work individually before putting them into pairs to share their answers.

Answers
Explanations: In the view of members, there are two possible explanations, Firstly, we believe …, Secondly, …
Suggestions: As to what action can be taken, our main suggestions are …, reduced fees could be …, There could also be …, We also believe that …

5 Read the rubric and ask why the letter should be written in a more neutral or formal register (because the reader is the club manager). Point out that in the marking criteria, the ability to communicate effectively to the target reader is one of the factors that the examiners will be assessing. Students work individually to choose the words and phrases that are appropriate.

Answers
1 concerned about **2** the way it is being run
3 some time **4** noticeably less busy **5** Firstly **6** in the area
7 adjust **8** introduced **9** retired people **10** consider
11 as soon as possible

6 Give students time to work individually before comparing their ideas with a partner. Encourage them to deduce the meaning of each of the phrases from the context.

Answers
1 representing
2 very modern, using the most recent ideas and methods
3 not able to do what they are supposed to do
4 show their dissatisfaction by leaving or withdrawing their support

7 Ask students to read the task and point out that it is focused on 'sports and fitness facilities for young people'. As a first step in preparing for their writing, students work individually to note down any examples that occur to them, and then prioritise three that they can write about for the second and third bullet points in the task. Remind them that their examples don't need to be true – they can feel free to invent situations to fit with the task. Elicit a few of their suggestions for missing or inadequate facilities before going straight on to Exercise 8.

8 Students work individually to plan and write their letter. Set time limit of 45 minutes. Once students have finished, allow them a few minutes to read their answers and make any necessary corrections or improvements, before handing their writing in for marking.

Vocabulary

Health and fitness

adventurous
ache
allergy
asthma
blister
bruise
contagious disease
early riser
fracture
fresh fruit and vegetables
immunity
infection
insomnia
muscles
pollution
sleep patterns
sprain
sting
vitamins

Words to describe food

a balanced diet
appetising
calories
cholesterol
diet
fat
fattening
fibre
greasy
(un)healthy
lose weight
low-fat
minerals
oily
protein
seafood
tasty
vitamins

Prepositions following adjectives

acceptable to
anxious about
aware of
capable of
closed to
confident of
convenient for
critical of
damaging to
delighted with
devoted to
disappointed with
familiar to
frustrated with
in common with
kind to
obsessed with
pleased with
proud of
responsible for
sensitive to
shocked by
suited to
tired of
tolerant of

Vocabulary activity 1

Students work in pairs. Tell them to imagine they are friends who have bumped into each other in a coffee shop. Student B has made a decision in favour of a healthier lifestyle since the last time they met. Pairs must write a short dialogue using words from all three vocabulary lists. Encourage students to be as creative as they want; however, if they are unsure, you could start them off with an example, e.g.:

Student A: *Hey! Long time no see. You look great. Have you* ***lost weight****?*
Student B: *Hi, good to see you. Yes, I was* ***tired of*** *eating* ***unhealthily****, so I decided to …*

Once students have finished, invite pairs to read their dialogues to the class. Ask the others to say which words and phrases from the vocabulary lists they heard.

Vocabulary activity 2

Tell students your school has received funding for a new canteen. They must come up with a proposal suggesting how the funds should be spent. Put the students into groups to discuss their proposal and to prepare a presentation. They can use their own ideas, or you could provide a structure, for example:

- why students, parents and teachers should welcome the funding
- how the existing catering facilities could be improved
- how the improved facilities will make a difference to the students (and teachers)

Invite the groups to give their presentations in front of the class. At the end, take a vote on which group's proposal was best.

DIGITAL CLASSROOM

Practice Extra Unit 13

Test Generator Unit 13 test

Test and Train Exam Practice

14 A new land

Unit objectives

Topic: migration

Reading and Use of English Part 6: understanding complex sentences in academic texts

Reading and Use of English Part 4: techniques for approaching the task; avoiding common errors

Listening Part 4: using context to understand what is said; understanding key concepts in questions

Writing Part 1: an essay: expanding given opinions; planning; linking phrases and discourse markers

Speaking Part 4: using a range of appropriate vocabulary; using modal verbs to express possibility and obligation

Grammar: emphasis

Vocabulary: comment adverbials and intensifying adverbs; *learn*, *find out* and *know*; *provide*, *offer* and *give*

Starting off SB page 150

1 Pairs brainstorm reasons for question 1 (to escape war, poverty, effects of climate change, to seek work, to reunite with family, etc.) and exchange personal opinions for question 2. If any of your students have migrated, invite them to share their experiences if they want to.

2 Tell students to read statements A–H and to predict what they might hear, e.g., for option A the speaker might talk about career aspirations; for B they might say that their parents made the choice to migrate. Play the recording twice and then elicit the answers from the class.

Answers
1 C **2** F **3** B **4** G **5** D **6** A

Track 50

Speaker 1: I've been here now for about fifteen years. It's a good life, though I work hard, but frankly I miss my country and the town where I grew up and dream of going back. I feel special ties to the place and when I retire I hope to return there to be among my friends and my family.

Speaker 2: We were utterly fed up with the crime and feeling of insecurity that surrounded us and it was precisely for that reason that we moved away. What really worried us was the effect it might have on the kids going to the local school. We felt it just wasn't worth the risk. On the other hand, it hasn't been easy coping with the language barrier. At least not for us parents. The kids integrated straight away, of course.

Speaker 3: There's been an ongoing conflict in my country for so many years now, and I'm one of many thousands who became a refugee to escape that. I was only ten when we made it here, and could barely speak a word of the language at the time. I'm in my final year at university now and, yeah, of course I'm proud of what me and my family have achieved since we arrived, but I do often wonder what it would be like to go back there, even just to visit for a while.

Speaker 4: I love lots of things about my country: the food, the sense of humour, the people, lots of things. Actually, I have to admit it was the climate I couldn't stand any longer. I just found the short grey days and the continual rain totally depressing. Mind you, the heat's sometimes a problem here and then I dream of going home. But that's only the odd day here and there. Mostly it's fine.

Speaker 5: I guess you could call me a rolling stone, if people still use that expression. I mean, I've been abroad for so long I don't know all the latest slang. You see, unfortunately I'm one of those typical expatriates who spends two years working in this country and three years working in that. I don't think I could ever go back to my home country because, quite honestly, I just wouldn't fit in. I'd be completely out of touch.

Speaker 6: As a professional ballet dancer there's just no way I could have stayed in my home town. Obviously, you have to be prepared to move abroad if you want to get to the top and there's no point in being in this business unless that's your aim. I've been incredibly lucky, though, and I think everyone needs luck.

3 Check that students understand the difference between *emigrate* (to leave a country to go and live in another one) and *immigrate* (to come to live in a different country). Put students into groups to discuss the questions. In whole-class feedback, if students raise drawbacks (in addition to benefits) on question 2, you could allow them to explore their ideas briefly.

Vocabulary SB page 151

Comment adverbials and intensifying adverbs

▶ **Page 185 The COMPLETE grammar reference**

Lead-in

Prepare slips of paper, each with an adverb written on it (e.g., *rapidly, carefully, eagerly, cautiously, incompetently, angrily, skilfully, anxiously, suspiciously*). Divide the class into two teams and write on the board: *I unwrapped the parcel …* In turn, members of each team take a slip of paper and act out opening a parcel in the manner of the adverb. Their team gets a point if they can guess the adverb within 30 seconds. At the end of the game, point out that all these are adverbs of manner – they show how the person did the action. Then write this sentence on the board: *Luckily, the parcel arrived this morning and I was extremely pleased.* Point out that here the *-ly* adverbs are not adverbs of manner but have different functions.

1 Read through the extract with the class and elicit the answers to the question. Point out that these comment adverbs typically go at the start of a sentence or clause and convey the speaker's evaluation or perspective on the whole statement that follows.

Answers
unfortunately, quite honestly

2 Tell students to work in pairs. During feedback, elicit other examples of endings for some of these sentences. Make it clear that we use *To be honest* to tell someone what we really think, especially if it may be something they aren't expecting or don't want to hear. Draw attention to the comma that follows the adverbs / adverbial phrases at the start of a sentence.

Answers
1 Fortunately **2** undoubtedly **3** Generally speaking **4** To be honest **5** Apparently **6** generously **7** Obviously **8** Personally

Fast finishers
Quickly check that fast finishers have answered the questions correctly so that they do not pass on any mistakes. Then tell them to sit with pairs who have not completed the task and provide peer support.

3 Give students time to read the questions and then play the recording. Students write the adverbs they hear for step a. Elicit these answers before they go on to work in pairs for steps b and c. Explain that the adverbs *absolutely*, *completely*, *totally* and *utterly* often collocate with extreme adjectives (e.g. *horrible*, *terrifying*, *wonderful*, *extraordinary*), whereas other intensifying adverbs like *incredibly* or *extremely* do not. This information will also help students with Exercise 4.

Answers
a 1 utterly 2 totally 3 completely 4 incredibly
b 1 absolutely, completely, totally 2 completely, incredibly, utterly 3 totally 4 no other adverb
c They make the adjective more emphatic.

4 You could start by going through the notes and examples on intensifying adverbs on page 185 of the COMPLETE grammar reference. Then tell students to skim through the four texts to find examples of extreme adjectives (*amazing*, *delighted*, *exhausted*, *impossible*). Put them into pairs to complete the exercise, referring back to the grammar reference as necessary.

Answers
1 utterly, absolutely **2** absolutely **3** incredibly, perfectly **4** utterly, completely **5** extremely, incredibly **6** perfectly, absolutely **7** totally, utterly **8** incredibly **9** absolutely

Reading and Use of English Part 6 SB page 152

1 Ask students to cover page 153 as they answer the round-up questions, or else dictate the questions with books closed. Make it clear that the Part 6 questions will always be asking about similarities and differences of viewpoint between the texts.

Exam round-up
In Reading and Use of English Part 6:
1 There are **four** texts and you must answer **four** questions.
2 Read the texts carefully before you read the questions to make sure you've understood them. If you do this, you should find the questions easier to answer. If you don't read the texts carefully, you probably won't understand what the questions are referring to.
3 This part tests your ability to understand attitudes and opinions and find where they are replicated or not across different texts.

2 Students discuss the questions in groups. If some students are migrants or have moved to your country temporarily to study, they will have particular insights to offer. Others can draw on their experience of foreign travel as well as imagining the challenges faced by people who are moving to a new country to live. Ask students to come up with at least one example to support each of their ideas. Invite groups to present their main points to the class.

3 Point out that the texts used in Part 6 are written in very formal English and often with complex sentence structures, suitable for university essays or academic articles, so the sentences in Exercise 3 are typical of what students will encounter in the exam. Read out the first sentence, elicit the correct option (a) and ask why b is a misinterpretation (because although the writer is talking about the experience of isolation, they aren't referring to people who have emigrated alone or saying that anyone is unlikely to emigrate successfully). Students are likely to find this task challenging, so allow weaker students to work in pairs. In whole-class feedback, invite stronger students to try to explain the correct answers, before taking the lead yourself.

Answers
1 a **2** b **3** a **4** a **5** b **6** a **7** b **8** a

4 As this is an exam task, students should work individually. Remind them that in a Part 6 task they should read the texts first to determine the general attitude of each writer before taking each question in turn and scanning the texts to find the answer. Set a time limit of 15 minutes and then elicit the answers.

Answers
1 A **2** D **3** C **4** A

Listening Part 4 SB page 154

Lead in
With books closed, write *Listening Part 4* on the board and ask students what they can remember about this part of the exam. Elicit information about the following:

- the number of speakers they hear (five)
- how often they hear each speaker (twice)
- the number of tasks they have to complete (two)
- the total number of questions they have to answer (ten)
- any advice they can remember from previous units.

1 Tell students to open their books and answer the questions. When eliciting the answer for question 3, encourage students to discuss which they believe is the better of the two techniques for this task.

Exam round-up
In Listening Part 4:
1 you have to do two tasks (True)
2 you hear five different speakers and you have to choose from **eight** options
3 you hear the piece twice; you **should decide** whether to do the first task the first time you listen and the second task the second time you listen or **both tasks each time you listen**.
4 you may hear the answer to Task Two before the answer to Task One. (True)

2 Give students time to read the questions and consider their own answers before putting them into pairs. Point out that if they are not sure what the answers are, they should make educated guesses based on their general knowledge. Encourage them to use language for speculation (*might/may/could*, *probably/possibly*, *It's (un)likely that*, etc.). Give the correct information at the end, including the results of the actual survey for question 4. Ask students if any of the information particularly surprised them and, if so, why.

Answers
1 a 272 million
2 b 3.5%
3 c The United States; India
4 *(Answers from the survey)*
1 found a job independently (13%)
2 to live in their partner's country/for love (11%)
3 sent by employer (10%)
4 to find a better quality of life (8%)
5 to go to school or university (7%)
6 to look for adventure / personal challenge (5%)
7 to simply enjoy living abroad (3%)
8 to improve language skills (1%)

3 Give students a few moments to read the options and consider their personal choices before comparing answers with a partner. This should help to keep them focused on the two task topics that they will need to listen for. From here, move straight on to the exam task in Exercise 4.

4 Remind students that they can answer the tasks in whatever order they prefer and give them a moment to read the options again before you play the recording twice. When they have completed the task, elicit the answers. If there were some questions that caused difficulties, replay the relevant parts of the recording and make sure that everyone understands why one option only is correct.

Answers
1 E **2** H **3** D **4** A **5** B **6** C **7** F **8** D **9** E **10** G

Track 51

Speaker 1: Last year, two of my close pals went away together, somewhere completely off the beaten track. They didn't invite me; they'd assumed I'd automatically say 'no'. Understandable, really, I've never been one for adventure. But something inside me must have snapped … I was inspired to discover somewhere with customs and traditions totally unlike those I'm used to, booked a ticket and came over here to live. I'm from a small, sleepy village and felt completely lost initially, even dizzy at times. This is a typical 'big city' and everyone's always rushing around. What's made it so worthwhile is being able to shape a new, adventurous persona for myself. I'll never play things safe again.

Speaker 2: When I was a kid, I saw this game called Aussie rules football on TV. I became obsessed by it and soon found out as much about it as I could. That led me to learn more about Australia and from an early age I decided that I'd come and live here one day. After years of saving, I finally managed to scrape together enough money, and flew over here two weeks ago. So far, it's everything I'd hoped for. Well, almost. The apartment block where I live is this huge, modern building right in the centre of town, but my studio itself is so cramped. I'm still trying to figure out where to put half my stuff.

Speaker 3: I suppose I've always been a bit spoilt. Living at home, I never had to bother with any of the chores, as I always knew someone else would eventually do them. Being here, I'm really struggling with having to do all that myself. I've met some interesting people, and hopefully we'll become good friends, but you never know. I do know that I haven't got a great set of qualifications – they don't count for much here, anyway – so I'm taking on a few jobs that might eventually lead to better opportunities. Why I wanted to come here, no one in my family could imagine, but I knew deep down it was time to start standing on my own two feet.

Speaker 4: Both of my parents are from Malaysia, so perhaps moving here was bound to happen sooner or later. On miserable, damp days, which, frankly, are pretty much guaranteed back home, my mood would always take a turn for the worse. It was that, more than anything, which drove my decision to go, though knowing my grandparents would be here to help me settle in was so reassuring. I'm still finding my way in terms of getting a social life organised, though I haven't really met anyone I share any interests with. Still, gone are the days of being stuck inside, feeling low, so I'm more than happy with life at the moment.

Speaker 5: At home, my friends and I'd always text each other if we were going to be even five minutes late. Here, when I meet someone at a café and they arrive twenty, thirty minutes late, without even acknowledging that or apologising, I can't help but get annoyed. Like when no one ever tips the staff! But they're little things, really, I couldn't go home now. I was so stressed, working constantly but still having no money and no time for myself, utterly desperate to find somewhere I could get more of both. My sister-in-law used to spend three months each year over here for her job and it was while talking one day that she recommended I try the place out. That conversation, it has completely changed my life.

5 Read through the questions with the students. Then tell them to turn back to page 151 and note down two or three adverbials that they might want to use. Alternatively, you could refer them to page 185 of the COMPLETE grammar reference, for a fuller list to choose from. Once students have discussed the questions, invite groups to share their opinions with the class.

Extension activity
Ask the students to imagine that they have recently emigrated to a different country. Now they are going to write an email to a friend back home about their new life. Brainstorm ideas for topics that they might choose to focus on, e.g., their physical surroundings, their accommodation, people they have met, success or difficulty with language, etc. You could refer students to the checklist for writing an email/letter on page 204 to help them complete the task.

Grammar SB page 155

Emphasis

▶ **Page 186 The COMPLETE grammar reference**

Lead in
With books closed, write the following sentence pairs on the board (but don't underline the emphatic structures until you elicit the answers):

1a *I paid for the tickets.*
1b *What I did was pay for the tickets.*

2a *My brother made the cakes for the party.*
2b *It was my brother who made the cakes for the party.*

Ask students to consider the difference between the sentence pairs. Underline the emphatic structure in each b sentence and elicit that they add emphasis. In 1b the structure makes the act of paying seem more special. In 2b it emphasises the fact that my brother (and not someone else) made the cakes. Tell students that these are examples of *cleft sentences*. Tell them that they will find more examples of these in Exercise 1, together with other ways of adding emphasis to a sentence.

1 Students will find it hard to remember exactly what they heard in the recording, so help them by supplying the first word for some of these sentences: 1 *What*, 4 *Why*, 5 *It*, 6 *Gone*, 7 *That*. For sentences 2 and 3, tell them to try to think of one word they can add for emphasis. Model the exercise by looking at the first question with the class and eliciting the correct answer. Point out that this is a cleft sentence, like the ones on the board. Then put students into pairs to continue the exercise. If they are not sure how to continue a sentence, tell them to look for examples on pages 186 and 187 of the COMPLETE grammar reference. Don't confirm or correct the answers yet.

Answers
1 What's made it so worthwhile is being able to shape a new persona for myself.
2 The apartment block where I live is this huge, modern building right in the centre of town, but my studio itself is so cramped.
3 … hopefully we'll become good friends, but you never know. I do know that I haven't got a great set of qualifications …
4 Why I wanted to come here, no one in my family could imagine.
5 … my mood would always take a turn for the worse. It was that, more than anything, which drove my decision to go.
6 Gone are the days of being stuck inside, feeling low.
7 That conversation, It has completely changed my life.

2 At this point you might want to go through the list of examples for fronting in the COMPLETE grammar reference (page 187) with the class. Play the recording, pausing to elicit the answers. Elicit any other sentences students came up with that are correct; for example, they may have suggested intensifying adverbs for sentences 2 and 3 (e.g., *so extremely cramped* / *really good friends*), or for sentence 7 they may have written *It was that conversation that completely changed my life.* / *What that conversation did was completely change my life.* Then ask students, in pairs, to match the sentences with the techniques listed, checking again with the grammar reference where necessary.

Answers
a Auxiliary verb: 3
b *It* cleft sentence: 5
c Fronting: 4, 6, 7
d Reflexive pronoun: 2
e *Wh-* cleft sentence: 1

3 Students work individually before sharing sentences with a partner. For the three additional sentences that they write, you may want to prompt them with openings that involve fronting, e.g.:

More than most people, …
So successful is/are … that …
Gone are the days …

In whole-class feedback, encourage peer correction if needed, before offering corrections yourself.

Vocabulary SB page 155

learn, *find out* and *know*; *provide*, *offer* and *give*

1 Ask students to work individually before comparing their answers with a partner. You can provide the following sentences to exemplify the target language: *I **know** what that word means. I **learned** about it in my English class and then **found out** more by looking up the dictionary.*

Answers
1 c **2** a **3** b

2 Explain that *offer* is used to talk about something that someone may choose, e.g., *We offered help (but he didn't accept it). Provide* is similar to *give* but is more specialised: it implies making available something that is needed by people and is typically used in more formal contexts, e.g., *The airport provides assistance for disabled passengers.* Remind students that we scan say either *provide someone with something* or *provide something for someone.*

Answers
1 provide **2** offer **3** give

3 Students work individually to complete the sentences.

Answers
1 find out **2** provide **3** find out **4** learn / find out
5 know **6** provide **7** learned / found out **8** provide
9 offer **10** give **11** provided **12** gave

Fast finishers
Tell fast finishers to write three statements using the target language (*learn, find out, know, provide, offer, give*). Two of the statements should be true for them and one false. When all the students have finished Exercise 3, ask the fast finishers to read out their statements and ask the rest of the class to guess which statement is false.

Speaking Part 4 SB page 156

▶ **Page 213 Speaking bank**

Lead in
With books closed, put students into small groups and provide them with a large piece of paper and marker pens. Tell half the groups to brainstorm advantages of moving to another country and the other half disadvantages. After a minute, invite groups to share their ideas before briefly discussing as a class: *Do the advantages of moving to another country outweigh the disadvantages?*

1 Students work individually before comparing their answers with a partner.

Exam round-up
In Speaking Part 4:
1 The task lasts for about **five** minutes.
2 You are asked to give your opinions on **subjects connected with the theme in Speaking Part 3**.
3 You and your partner **are expected to discuss your ideas about the same questions**.
4 You should give **quite long answers**.

2 Check that students know the meaning of the boxed phrases. Then ask them to read the questions before putting them into pairs. They should work together to match the phrases with the questions they think would suit them best. Encourage them to think of things they might say using some of these phrases.

3 You may want to pre-teach *spring to mind* (when something comes immediately into your mind in response to some stimulus). Then play the recording twice. Students listen for the phrases from Exercise 2 that the speakers use for each of the three questions. They can note these by writing the numbers 1, 2 and 3 beside the phrases in the box or highlighting them in three different colours.

Answers
1 Laura: grow as a person, broaden your experience of life, a change in your mindset
Daniel: encourage tolerance, stand on your own two feet
2 Laura: open to new possibilities, aptitude for language learning
3 Daniel: relative cost of international travel, long-term effects of pandemics, political instability, climate change

Track 52

Examiner: Laura, how might someone benefit from moving to another country?

Laura: Well, for me, there are many, and the benefits definitely outweigh any disadvantages, without a shadow of doubt. One that immediately springs to mind is the way it helps you grow as a person. Living in another country can broaden your experience of life, make you more understanding of cultural and social differences. Even a short period of time living away – five or six months, say – could bring about a complete change in your mindset – so much so that your outlook on life is changed for ever.

Examiner: And Daniel, do you agree with Laura?

Daniel: Yes, absolutely. It's beyond question that it encourages tolerance, and allows someone to appreciate another culture in a way that they might not or, more likely, would not do otherwise. From my own perspective as a young person, I can imagine it might make someone of my age mature more quickly, become self-sufficient, and better able to stand on their own two feet.

Examiner: Laura, why do some people find the idea of moving to another country more attractive than others do?

Laura: I think people are generally open to new possibilities in life, by and large. But it's undoubtedly a big step to take, and there are so many factors that might seem appealing to some people, but quite intimidating to others. I mean, for one thing, not everyone has

the same aptitude for language learning, and if you find that sort of thing difficult, you might be less likely to consider relocating. And I'm inclined to think that someone who is naturally more sociable and confident is more likely to find the whole idea more appealing than someone who is quite shy and reserved. Would you agree with that, Daniel?

Daniel: I'm not sure it's categorically the case that you need have an outgoing personality to move away, but, yeah, on the whole I'd probably go along with that. I suspect that Laura was looking at things from the perspective of someone without any family ties, as I'm sure that would be a factor as well. It's pretty self-evident that the logistics of moving overseas would become more complex with more than one person to consider, and that may well have a huge impact on how attractive someone feels it is.

Examiner: And Daniel, what do you think are the main factors influencing international migration today?

Daniel: Well, I think the relative cost of international travel is perhaps higher than it was a few years ago, so that may well put people off the idea. There's inevitably less of a 'give things a go and come home if it doesn't work out' type of attitude if the cost of relocation means it's just not worth the risk. I'd also suggest that the world may still be experiencing the long-term effects of pandemics, and many people are perhaps more reluctant than before even to jump on a plane and go overseas for a holiday, let alone relocate to another country. But, of course, that's just those who have a choice in the matter – we really can't close our eyes to the fact that there are so many people forced to leave their homelands because of political instability. Or the effects of climate change, although I don't think the real impact of that on migration has even been felt yet.

4 Once you have elicited the answers, point out that other options, though not used by Laura and Daniel, are also grammatically and logically correct. For example, in extract 1, Laura uses *can* to express possibility, but she could make her statement more cautious and tentative by using *may*, *might* or *could*. Draw attention to the use of *may/might well* + infinitive (extract 5) to say that a possible action or situation seems quite likely to happen.

Answers
1 can **2** could **3** might, would **4** can, might **5** may

Track 53

1 Living in another country can broaden your experience of life.
2 Even a short period of time living away – five or six months, say – could bring about a complete change in your mindset.
3 … and allows someone to appreciate another culture in a way that they might not or, more likely, would not do otherwise.
4 I can imagine it might make someone of my age mature more quickly …
5 The relative cost of international travel is perhaps higher than it was a few years ago, so that may well put people off the idea.

5 Give students a few moments to read the extracts before playing the recording. You may want to pause at points, so they have more time to write down their answers. For number 1 you can point out that we also use *beyond the shadow of a doubt* with the same meaning (= I'm absolutely certain).

Answers
1 without a shadow of doubt
2 It's beyond question
3 categorically
4 It's pretty self-evident

Track 54

1 … the benefits definitely outweigh any disadvantages, without a shadow of doubt.
2 It's beyond question that it encourages tolerance …
3 I'm not sure it's categorically the case that you need have an outgoing personality to move away.
4 It's pretty self-evident that the logistics of moving overseas would become more complex with more than one person to consider …

6 The work students have already done in Exercises 2–5 should have prepared them with ideas and useful language for this exchange. They should treat this as exam practice. Tell them to take turns to start answering the questions, and to give full answers. If their partner is speaking first, they should listen carefully without interruption and then offer a full response to what their partner has said.

7 Students should discuss these questions without any preparation. Pair students with partners they don't normally work with and tell them to follow the procedure in Exercise 6. At the end, ask pairs to assess their performance. Did they answer the questions? Did they use target language from this section? Did they answer some questions less well than others? If so, why, and how could they improve?

Reading and Use of English Part 4 SB page 157

1 Tell students to cover Exercises 3 and 4 as they are working on the exam round-up, so that they have to answer the questions from memory. Elicit the answers from the class.

Exam round-up
In Reading and Use of English Part 4:
There are **(1) six** questions.
You have to write between **(2) three** and six words in each space, using the **(3) word** given.
(4) Contractions count as two words.
You must not **(5) change** the word given.
Read the question and decide what grammar and vocabulary you need. When you have finished, read your answer and check that:
- it means the **(6) same** as the original sentence
- you have used the correct **(7) number** of words
- you haven't changed the word **(8) given**.

2 Allow weaker students to work in pairs. During feedback, make sure students all recognise the reasons why sentences a, c and d are incorrect, as these are typical errors. Reiterate that correct answers need to have 3–6 words, must be grammatically correct and must use the word given.

Answer
The correct answer is b. Answer a is incorrect grammatically; c exceeds the six-word limit; d doesn't use the word given.

3 Pair weaker and stronger students together where possible. For question 4, look out for possible confusion between *with a view to* + *-ing* (= with the aim of) and *in view of* + noun (= because of, taking into account).

Answers
1 be grateful if you could/would remind
2 in completing the project all by
3 in two minds about studying
4 with a view to relocating permanently

4 Remind students that there is a maximum of two marks awarded for each question. If they aren't sure of an answer, they should make a best guess, as they may be awarded one mark for a partially correct answer. Students work individually on the exam task. Set a time limit of 12 minutes, though students may have decided to allot themselves a little more or less time than this for the Part 4 task in the exam. When you elicit the answers, point out that nearly all of them are cleft sentences or use fronting. These forms may well be tested in Part 4, but in the exam there won't be so many questions on the same grammar.

Answers
1 (well) be holding Katya up is / up Katya is
2 was not/wasn't until lunchtime / lunch time that
3 does behave even worse
4 Pat is astonishingly intelligent
5 is his love of being outdoors / of/for the outdoors
6 might/may/could have caused the fire was / caused the fire may/might/could have been

Writing Part 1: An essay SB page 158

▶ **Page 193 Writing bank**

Lead in
With books closed, put students into groups. Give them one minute to brainstorm ways immigrants can be helped when they arrive in a new country, e.g., by providing them with temporary accommodation. Invite groups to write their ideas on the board. As a class, agree which ideas would have the most positive impact and why.

1 Students work individually to complete the round-up task on essay writing.

Exam round-up
1 Analyse the question, underline the things you must deal with and identify your objectives in writing.
2 Identify the reader, decide what would be a suitable style and what effect you want to produce on the reader.
3 Brainstorm ideas and make rough notes.
4 Organise your notes into a paragraph-by- paragraph plan, including some of the vocabulary you'd like to use.
5 Write your answer (220–260 words) following your plan.
6 Check what you have written, looking for specific mistakes you know you make.
7 Take about 45 minutes to do the whole task.

2 Students work individually to underline the key words.

Suggested answers
help support immigrants after their arrival / language / culture / work / language classes / local people / familiar with cultural norms and expectations / businesses / schemes / route into employment / two / ways / immigrants can be supported / reasons / which of the ways / most benefit to migrant communities

3 This exercise will help students explore ways of using the opinions given in the essay task. Remind them that they don't have to take up any of these opinions, but if they do, they must express them in their own words. Ask the groups to start by thinking of ways in which the three opinions in the task can be paraphrased and then to think of specific points they could make to expand each one.

4 Give students time to read the essay before putting them back into their groups to discuss the way opinions from the task have been used. Ask them to identify which of the opinions the writer has taken up and how they have developed these opinions (language classes: paragraph 2, agreeing and giving reasons; business schemes: paragraph 3, adding reasons and examples). During feedback, draw attention to the way the opinions have been paraphrased in the essay.

5 Students work individually before comparing with a partner. Point out that while a number of these links could be expressed more simply, they will get extra credit in the exam for using more advanced language and structures.

Answers
1 with the result that
2 Consequently
3 During the documentary it was suggested that
4 on the grounds that
5 so what I would suggest is that
6 I entirely agree with the point made during the documentary that
7 To offer some examples
8 it is through these experiences that
9 all of which
10 For this reason, I personally believe that

6 Groups brainstorm ideas on the three topics. Monitor and note down useful words and phrases you hear. Write these on the board so students can refer to them when they are completing Exercise 7. If you do not hear many advanced level examples, elicit some from the class during whole-class feedback, e.g., *strain on public health services*, *traffic congestion*, *fewer employment opportunities*, *rising unemployment*, *decline in the standard of living*.

7 Students work individually. On the basis of the discussion in Exercise 6, they choose the two areas they will focus on in their essay and decide on two main ideas they will develop for each.

8 Remind students to make a clearly structured plan before they start to write. Tell them to try to use some of the linking phrases from Exercise 5 in their essay, including one of the examples of cleft sentences starting with *What* or *It*. Give students 45 minutes to plan and write their essay, reminding them that the length should be 220–260 words. They should leave themselves a few minutes at the end to read their answer and make any necessary corrections.

Extension activity
Students swap essays. They find and underline examples of target language use (for example techniques for emphasis). Then, using the checklist on page 204 of the Writing bank, they give feedback to their partner. As a follow-up, you could ask students to note down three improvements they could make to their own essay and then, if you have time, allow them ten minutes to make these improvements.

Vocabulary

Migration

cultural norms
emigrate
employment prospects
expatriate
home country
homesick
immigrate
language learning
migrate
overcrowding
pace of life
political instability
quality of life
refugee

Comment adverbials

apparently
fortunately
generally speaking
generously
obviously
personally
to be honest
undoubtedly

Intensifying adverbs

absolutely
completely
extremely
incredibly
perfectly
totally
utterly

Vocabulary activity 1

Divide the class into groups. Tell them that some new students from another country are joining their school/class and they have been asked to think of ways to make them feel welcome. They must produce a proposal outlining what changes can be made to accommodate the new students and how these changes would be implemented. You could encourage students to be creative, thinking up their own ideas, or provide them with ideas or a format to follow, for example:

- Identify key challenges and barriers the new students face.
- Identify existing measures for integration already in place.
- Suggest how challenges and barriers can be overcome and how inclusion of the new students can be promoted.

Once groups have completed their proposals, invite them to present their ideas to the class.

Vocabulary activity 2

Students will recycle vocabulary to talk about migration while practising a Speaking Part 4 task. Put students into groups of three and give them five minutes to prepare four to six Part 4 style questions using migration words, e.g., *How can local communities support* ***refugees****?* Once they have written their questions, tell students A and B that they are exam candidates, and that student C is the examiner. Student C should choose two questions to ask A and B. When they have finished, students swap roles. As they answer the questions, you could encourage them to use comment adverbials where appropriate. For example:

Student C: *[Name A], how can local communities support* ***refugees****?*
Student A: *Well,* ***undoubtedly****,* ***refugees*** *will feel* ***homesick*** *because … They can be supported by local communities in many ways, for example …*
Student C: *[Name B], do you agree with [name A]?*
Student B: *Well,* ***generally speaking****, I agree that …*

DIGITAL CLASSROOM

Practice Extra Unit 14

Test Generator Unit 14 test

Test and Train Exam Practice

Unit 13 Vocabulary and grammar review

Answers
1
1 to 2 for 3 to 4 with 5 at 6 to 7 for 8 to
2
1 ~~however~~ but / ~~disease, however~~ disease. However,
2 ~~although~~ whereas / but
3 ~~Despite~~ Despite the fact that / ~~Despite he didn't feel~~ Despite not feeling
4 ~~But~~ Although / Even though
5 ~~doctor. Although~~ doctor, although
3
1 not as good as it was
2 have fewer qualified nurses than
3 is more difficult than
4 sooner we get home the
5 didn't / did not earn as much money
6 is no better than / isn't/is not any better than

Unit 14 Vocabulary and grammar review

Answers
1
1 learned/learnt 2 find out 3 provide 4 know 5 given
6 offered 7 find out 8 learn
2
(Suggested answers)
1 thoughtfully 2 hopefully / almost certainly 3 Actually / To be honest 4 Actually / To be honest 5 quite surprisingly
6 Obviously 7 apparently 8 almost certainly / hopefully
3
1 was more/enough/sufficient time to take
2 that everyone/everybody objected to
3 to do is fill in/out
4 the last thing I want to / will
5 do was (to) take things/it
6 is (doing/the) paperwork that takes (up)

Answer key
The COMPLETE grammar reference

1 Verb forms to talk about the past

1
1 has injured; fell over; was running 2 I've cut 3 was having; rang
4 had broken; was; would often steal 5 did you get 6 has been playing
2
1 Have you had 2 I didn't sleep 3 I've looked 4 I took 5 I've never had
6 You revised 7 I've failed 8 I've ever taken 9 I've been waiting for
10 You've passed! 11 I really thought 12 I'd failed
3
1 had been copying 2 had been staying 3 had forgotten
4 Have you been exercising 5 have been repairing
6 had been driving 7 have gone

2 Expressing purpose, reason and result

1
1 because 2 Since 3 Because of 4 so that 5 Due to 6 in order to
7 so 8 ✓ 9 as 10 ✓
2
1 just **so** (**that**) 2 ~~buy~~ buying 3 owing **to** 4 ~~consequently~~ consequence
5 ~~This~~ For this 6 with the result **that** 7 so **as** not to 8 because **of**
3
1 As 2 with 3 of 4 in 5 due 6 Consequently 7 result 8 order

3 *no, none, not*

1
1 ~~No one~~ None / Not one 2 ~~can find anybody~~ can't find anybody / can find nobody 3 ~~not~~ none 4 ~~no~~ any 5 ~~no~~ not 6 ~~none~~ no 7 ~~no~~ not
8 ~~hardly no~~ hardly any / no 9 ~~none~~ no 10 none **of**

The passive

1
1 Interviews for the other top jobs will be held next week.
2 This form has to be seen to be believed. It has been written in pencil.
3 No one has been appointed to replace Ms Kirkby since she was promoted last year.
4 Applicants were asked to send in hand-written letters to accompany their CVs.
5 Your application must be sent as a PDF.
6 Successful applicants will be required to start work on Monday.
7 The name of the new CEO will be announced (by Jeffrey Bowman) at the next board meeting.
8 No one / Nobody with experience could be expected to work for that salary. / Someone with experience couldn't be expected to work for that salary.
2
A city centre mansion worth £5 million **has** finally **been abandoned** by illegal squatters after a week of destruction. Three of the bedroom walls **had been covered** with graffiti and cupboards **had been ripped** apart. Most of the furniture **had been chopped up** and **used** as firewood. The carpets **had been torn up** and the mirrors and windows (**had been**) **smashed**. The damage **has been estimated** (by builders) at more than £1million.
3
1 The term 'amnesia' is used to refer to a partial or complete loss of memory. It is usually a temporary condition which only affects a certain part of a person's experience. Amnesia can be caused by specific medical conditions.
2 We all know that our memory is formed by/from our real experiences. But could a false memory be put into our heads (by someone)? Could we be persuaded that we had experienced something that never actually took place?
3 Our semantic memory is used to store our knowledge of the world. Everyone has this knowledge base, and normally it can be accessed quickly and easily.
4 Our working memory can be thought of as the ability to remember and use a limited amount of information. However, this information is erratic. If you are distracted (by someone), the information can be lost and the task has to be started again.

4 Expressing possibility, probability and certainty

1
1 can't 2 can 3 might 4 should 5 may 6 must 7 every 8 could
9 every 10 might not
2
1 every chance (that) the 2 conceivably give me
3 is bound to break down 4 should have fallen down
5 any chance of it 6 highly unlikely that

5 Verbs followed by *to* + infinitive or the *-ing* form

1
1 to buy 2 to get 3 to win 4 thinking 5 seeing 6 watching
7 to put 8 to buy 9 being
2
1 ~~to take~~ taking 2 ~~maintaining~~ (to) maintain 3 correct
4 ~~to spend~~ spending 5 ~~sleeping~~ to sleep 6 ~~understanding~~ to understand
7 ~~to see~~ seeing 8 correct

6 Avoiding repetition

1
1 ~~it~~ one 2 ~~these~~ this 3 ~~these was~~ which were 4 ~~these~~ those
5 ~~who~~ whose 6 ~~those are~~ that is / that's 7 ~~it~~ one
2
1 so / it would be 2 done so / been 3 So should you 4 so 5 of them
6 ones 7 Either

7 Linking ideas: relative and participle clauses; apposition

1
1 wondering 2 based 3 Having read 4 written 5 specialising
2
1 Walking along the path by the canal, we watched children opening and closing / who were opening and closing the lock gates to allow boats to pass through.
2 Referring to written notes, the police officer described how she had heard someone screaming / who was screaming at the top of their voice.
3 Before moving to Barcelona, Jeff lived near Houston in Texas, where he worked in a school teaching English to students from other countries.
4 Built in 1889, the Eiffel Tower has dominated the Paris skyline for over a century, during which (period) it has been repainted 19 times.
5 Bob Marley, whose full name was Robert Nesta Marley, was a Jamaican reggae singer who recorded the best-selling reggae album of all time.
3
2 That's the house **that**/**which**/**Ø** I'd buy if I had enough money.
3 What's the name of that hotel **that**/**which**/**Ø** Mike recommended?
4 What's the name of that hotel **where** we celebrated your birthday?
5 Which is the season **when**/**Ø** most tourists come here?
6 Which is the season **that**/**which** has the best weather?
7 Is it Pete or Jayden **who**/**that** said he couldn't come to the meeting?
8 Is it Pete or Jayden **that**/**who**/**Ø** Ariana's going on holiday with?

8 Reported speech

1
1 stealing 2 on coming 3 to help 4 not to take 5 having 6 to give
2
1 'We're looking for someone with your qualifications.'
2 'You have the right experience for the job.'
3 'You won't have to work at weekends.'
4 'We'll provide you with a company car.'
5 'Employees are allowed to work from home occasionally.'
6 'You can start next Monday.'

3
1 Rob said he'd / he would see me/us the following/next morning.
2 Irina said she hadn't done anything wrong.
3 Steve said we/they could meet at his office.
4 Ahmet said he'd / he had never expected to be there that day.
5 Polly said she and Megan had been there the day before. They had waited for me/us until 7 o'clock.
6 Sacha said (that) Pedro was looking forward to starting his new job the following week.
7 Zoë said I/we could go on holiday with them.
8 Luisa said it had been raining there all night.

Transitive and intransitive verbs

1
1 refused 2 talked 3 lent 4 informed 5 reminded 6 discuss 7 see
2
1 told **me** 2 instructed **us** 3 runs ~~himself~~ 4 move **it**, 5 leave ~~it~~
6 call **him** 7 introduced **me**

9 Future perfect and continuous; *be + to* infinitive

1
1 be sipping 2 be attending 3 be relaxing 4 have had
5 have finished 6 will have retired 7 have gained
8 are not to turn over 9 to be announced 10 are to get
2
1 will have become 2 will be eating 3 will have reduced
4 will have increased 5 will be demanding 6 will be choosing

Objects, reflexives and reciprocals

1
1 herself 2 yourself 3 ourselves 4 each other / one another
5 each other / one another 6 themselves
2
1 I've just bought a top-of-the-range iPhone for my gran.
2 I lent my new fibreglass racquet to my tennis partner and she accidentally smashed it!
3 They offered a massive increase in salary to us all, in recognition of our contribution to the company.
4 I ordered the up-market presentation set of 'Horrible History' for my children.
5 He got a 'genuine' fake designer handbag for his wife on her birthday.

10 Expressing ability, possibility and obligation

1
1 have to 2 don't need to 3 can 4 don't have to 5 can't 6 mustn't
7 needn't
2
1 can't 2 could have 3 couldn't 4 being able 5 couldn't 6 managed
3
1 needn't have bought 2 mustn't go over / faster than
3 managed to open the window 4 will be able to
5 have to purchase a 6 can't/couldn't have been

11 Conditionals

1
1 could get 2 don't drink 3 would stop 4 can take 5 hadn't been visiting 6 did have 7 train 8 had been concentrating
2
1 ~~haven't~~ hadn't 2 ~~I'd tell~~ I'll tell … if I see / I'd tell … if I ~~see~~ saw
3 ~~felt~~ feel / felt … I ~~usually go~~ would go 4 ~~would have become~~ will become 5 ~~will~~ would
3
1 don't/won't usually attack; have
2 keep on; will be promoted
3 hadn't insisted; wouldn't be walking
4 wouldn't get; applied / wouldn't have got; had applied
5 would be running; had kept
6 hadn't improved; would have been ruined
7 had paid; would have been allowed / would be allowed

Conditionals: *wish* and *If only*

1
1 had worked 2 could find 3 wasn't/weren't 4 had told
5 hadn't eaten 6 wouldn't keep 7 would stop 8 hadn't turned down

12 Countable and uncountable nouns

1
1 ~~behaviours~~ behaviour 2 ~~experience~~ experiences 3 ~~a room~~ room
4 ~~advices~~ advice 5 ~~have~~ has 6 ✓

Articles

1
1 Can you buy **Ø** bread and **Ø** milk from **the** shop next to **the** station?
2 I think we should all try to save **the** planet and make **Ø** life better for **Ø** future generations.
3 I spend a lot of **Ø** time looking at **the** sea from **the** balcony of **the** hotel where I'm staying.
4 He really likes **Ø** apples but today he chose **an** orange for lunch.
5 **The** cheapest ferry trip in **the** world is from **Ø** Staten Island to **Ø** Manhattan. It's free!
6 She has **a** brother who goes to **a** different school on **the** other side of town.

13 Ways of contrasting ideas

1
1 though 2 nevertheless 3 whereas 4 on the other hand
2
1 On the ~~other~~ **one** hand … but on the ~~one~~ **other** hand
2 ~~Even although~~ Although / Even though 3 ✓ 4 In spite **of**
5 ✓ 6 ~~that he is~~ being / the fact that he is

The language of comparison

1
1 as 2 than 3 a lot / a great deal / far / much / even 4 most
5 the more 6 by far / easily
2
1 ~~better~~ best 2 ~~than~~ as 3 ~~long~~ longer 4 **the** best
5 ~~friendly~~ friendlier / more friendly

14 Comment adverbials and intensifying adverbs

1
1 Frankly 2 Personally 3 both 4 incredibly 5 undoubtedly
6 both 7 certainly 8 both
2
1 completely/totally unsuitable
2 far/much more considerate
3 far/much better off
4 easily / by far the most impolite
5 really depressed
6 completely/really/totally amazed, really successful

Emphasis

1
1 What I'd really like to do is write stories for children. / What I'd really like to write is stories for children. / It's stories for children that I'd really like to write.
2 What the doctor advised me to do was reduce the amount of sugar I eat. / It was the doctor who/that advised me to reduce the amount of sugar I eat.
3 It was my best friend who/that suggested I should apply for a postgraduate degree course. / What my best friend suggested was that I should apply for a postgraduate degree course.
4 It was my father, not my brother, who/that lost his job when the office closed down.
5 It's me who's/that's to blame, not you.
6 What I don't understand is why so many people voted for her. / It's why so many people voted for her that I don't understand.

2
1 At the back of the hall stood a few students chatting.
2 The steak tartare was delicious. But even more delicious was the cheese board.
3 He ordered a bottle of juice and a glass of sparkling water. The sparkling water he gulped down in one go.
4 That she had been jogging was self-evident.
5 Meticulously, he repaired the stitching on his shirt.
6 In front of me, ready to attack, crouched a rabid dog.
3
1 What I find most annoying is her constant sarcasm.
2 I do hope that she passes her driving test this time.
3 It was on a beach in Thailand that we first met.
4 The reason why / Why he left the party was because he had an argument with his girlfriend.
5 I received a letter from the Prime Minister himself promising to take up our cause.

Multi-word verb builder

1
1 between 2 to 3 up 4 together 5 from 6 on
2
1 up 2 over/across 3 on 4 back 5 up 6 up
3
1 being passed over 2 hand in 3 knuckle down 4 see … through
5 take over 6 get off
4
1 on 2 into 3 across 4 in 5 up 6 at
5
1 over 2 away 3 on 4 up 5 out 6 for
6
1 up 2 by 3 in 4 on 5 away 6 up
7
1 on 2 up 3 on 4 off 5 off
8
1 grappling 2 think 3 thrash 4 occurred 5 piece
9
1 through 2 off 3 back 4 out 5 out
10
1 up 2 away 3 up 4 together 5 up/over

Writing bank

Part 1: An essay

1
1 two
2 Which of the two ways is more effective
3 To help you with ideas
4 No
2
Shopping and food are discussed.
The writer makes use of the first two opinions.
3
Introduction: A. It introduces the topic and clearly states which two ways the candidate wants to discuss. B is too direct and provides no context for the reader.
Conclusion: B. It clearly summarises the two options discussed in the essay and which would be more beneficial. Conclusion A makes reference to all three 'ways' in the essay question, which means that the candidate has not answered the question and would lose marks. The task requires candidates to choose two and then identify the one which is most beneficial.
4
B and C
6
1 Referring forward: This essay will / In the following paragraphs I will / The purpose of this essay is to
2 Sequencing: First of all / To begin with
3 Sequencing: Next/Then/Secondly
4 Expressing opinions: In my opinion / In my view / Personally speaking
OR Sequencing: First of all / To begin with
5 Giving reasons for opinions: This is because / The main reason for this is
6 Giving examples: One example of this
7 Referring back: As mentioned earlier
8 Expressing opinions: Personally speaking

Part 2: An email/letter

1
1 the local council 2 formal 3 your view on whether to cancel music events for teenagers or art exhibitions, with reasons
2
the art exhibitions
Reasons: The exhibitions are well attended by people of all ages. Local artists bring fame to the area. Sale of art provides income.
3
2, 3, 5, 7, 8
4
A 1, 9 B 6 C 4
5
Para 2: 2 Para 3: 5 and 8 Para 4: 7
6
1 informal 2 informal 3 formal 4 informal 5 formal 6 formal
7 informal 8 formal
8
2 formal, closing 3 informal, opening 4 informal, closing
5 formal opening 6 formal, goodbye 7 informal, opening
8 informal, opening 9 informal, closing 10 formal closing

Part 2: A review

1
Describe the shops and facilities, explain one or two features that make the shopping mall special, suggest one improvement
2
1 Yes
2 two: atmosphere and healthy food
3 Yes. It is written in a neutral register that would work in a newspaper.
3
1 Unlike 2 much/rather 3 rather 4 more 5 as 6 wide 7 prefer
8 most
4
2 What I liked best were the sound effects.
3 What disappointed me was that I couldn't get to the highest level.
4 It is the quality of the animation that really stands out.
5 Where the designers went wrong was in making the higher levels too difficult.
5
1 absolutely riveting / utterly gripping
2 absolutely breathtaking / totally awesome
3 not of a high standard / not up to scratch
4 extremely user-friendly / beautifully designed / well thought out
5 absolutely breathtaking / utterly gripping / absolutely riveting / totally awesome
6 absolutely atrocious / shockingly bad
7 absolutely extortionate / excessive to say the least
7
1 ~~than~~ as 2 ~~did impress~~ impressed 3 ~~the restaurant was~~ the restaurant being / the fact that the restaurant was 4 ~~the more~~ the most 5 ~~to not buy~~ against/not buying 6 I **would** avoid

Part 2: A report

1
the main activities; which were the most popular activities and why; how the event could be improved; whether or not you would recommend holding the festival again
2
two: drinks (lack of variety, not enough water), environmental issues
3
Para 1: Introduction. *Report on the camp* is more like the title of the report as a whole, not the first paragraph. *Why I went to camp* is not what the task is asking for and is too informal and personal.
Para 2: Overall evaluation. *Children's opinions on the camp* is OK but sounds less formal. *The camp was great* does not really explain the purpose of the paragraph. It's also very informal.
Para 3: Most popular activities. *The activities that were most enjoyed* is too long. *So what were the best activities?* is very informal and is actually a question.
Para 4: Recommendations. *What we should do differently next time* is too long. *My opinion* is too informal and not really appropriate as it is not your opinions that the camp director is asking for but rather those of the children.

4
1 Many of **the** children 2 ~~Majority~~ The majority 3 Only **a** few
4 ~~was~~ were 5 correct 6 ~~big~~ large/considerable/substantial
5
1 C iv 2 D iii 3 B i 4 A ii
6
1 In addition 2 particularly 3 also 4 On the other hand 5 due to
6 although 7 Therefore
8
(Sample answers)
2 The vast majority of people felt the event was well organised.
3 Three quarters believed that the event was not good value for money.
4 Nearly everyone said they had enjoyed the event.
5 About half reported that it was easy to book online.
6 Most people thought there was a good variety of food stalls.

Part 2: A proposal

1
1 T 2 F (sometimes both are for people in your peer group, such as other students or co-workers) 3 T 4 F (a report focuses on a past or existing situation, whereas a proposal focuses on a future outcome)
2
why the pool should be re-opened, how it would benefit the town and how costs could be met
3
swimming is healthy, a vital life skill, spend time with family/friends in the fresh air, they won't have to use public transport
4
The pool was closed down in 2005
I suggest that half the cost of the redevelopment of the pool should be paid by the Town Council
A committee should be appointed
Local businesses can be asked for contributions
The costs should be met by the Town Council
5
(Suggested answers)
3 The re-opening of the pool has been requested by local people.
4 The profits from the pool will be shared by local businesses.
5 Free swimming lessons should be given to children under the age of ten / Children under the age of ten should be given free swimming lessons.
7 A charity event can be organised to raise money for the renovations / A charity event to raise money for the renovations can be organised.
6
2, 3, 6, 7
8
1 propose/suggest/recommend 2 grounds 3 One 4 could/should
5 more 6 result 7 could/should/can

Speaking bank

Part 1

1
2 You only talk to the examiner in Part 1.
6 Your questions will cover several topics.
2
1 question 3 2 question 2 3 question 3 4 question 2 5 question 1

Track 55

Examiner: What is the next event you plan to celebrate?

Julia: Sorry, I didn't quite catch that.

Examiner: What is the next event you plan to celebrate?

Julia: Well, actually, it's my 18th birthday next week! It is quite a big deal here since you are considered an adult once you're 18. I'm not much of a party person, so it's going to be quite a low-key celebration with my family and a few close friends, but the best thing is my parents are paying for driving lessons! I'll have to borrow their car at first, but I plan to buy my own car when I pass my driving test. I can't wait.

Examiner: What do you enjoy most about learning English?

Julia: Mmm, let me see … I haven't really thought about it before. I suppose I like being able to translate things for my family and friends and also help out English-speaking tourists who visit my home town. Most of them really appreciate finding someone who can explain things to them in their own language. What else? Well, I guess I enjoy it because compared to other subjects, it really challenges me.

Examiner: Do you ever wish you lived in a different part of the world?

Julia: I don't know. I mean, on the one hand, I really like where I come from; there are many positives about living there, but on the other hand I like the idea of living somewhere warmer – say, for example, Latin America maybe, near the beach, somewhere, you know … what's the word, er … with less people and technology. I'd want to take my family with me, though, and I'm not sure they'd want to go. And I'd also need to learn Spanish first.

3
1 e 2 c 3 f 4 b 5 a 6 f 7 d 8 b 9 b 10 a
4
1 I'd have to say
2 The main reason
3 to be honest
4 if you ask me
5 The other thing is
6 Would you mind repeating that, please
7 On top of that
8 that's a difficult question
Speaker 1: question 2 Speaker 2: question 8 Speaker 3: question 3
Speaker 4 : question 7

Track 56

1 Well, I'd have to say it's my great-grandmother. Not many people are lucky enough to know their grandmother's mother. The main reason I admire her is that she lived through two world wars – although she couldn't remember the first – and she had such strength of character. She had a hard life but kept on smiling.

2 Not very much, to be honest. It's a bit of a waste of time, if you ask me, especially when you're very busy like I am. The other thing is I actually live really close to most of my friends so I prefer to meet up with them in person. I do have an Instagram account, though, and I occasionally share photos, but not on a regular basis.

3 I'm sorry. Would you mind repeating that, please? I think I'd be good at any kind of work with people and I love travelling so maybe a tour guide or travel agent, something like that. On top of that, I'd like to use my languages in my job if possible because I've spent many years studying them.

4 Well, that's a difficult question. I guess, I'd have to say my favourite place was Budapest. You see, I'm an architecture student and there were so many beautiful buildings to see. I went with a group of fellow students and we enjoyed the nightlife too. One night we took a party cruise on the Danube and it was unforgettable.

5
1 Would you mind repeating that, please?
2 That's a difficult question
3 The other thing is
4 On top of that
5 The main reason
6 To be honest
7 I'd have to say
8 If you ask me
6
1 I'm a huge fan of
2 are into (sports) in a big way
3 have in common
4 We are fortunate that
5 an Olympic-sized
6 have the same taste in
7 do cover versions of
8 competent musicians
The recorded version would score higher as the candidate demonstrates more advanced-level grammatical and lexical (vocabulary) structures.

Track 57

Well, yes and no. For example, I'm a huge fan of reading while they are into sports in a big way, especially team sports. Actually, the only sport we have in common is swimming. We are fortunate that we have an Olympic-sized pool in our town, and we often hang out there at the weekend. We do all have the same taste in music, though. In fact, some of us play music together. Usually we do cover versions of our favourite groups. If I am honest, we are not very competent musicians, but we enjoy it and that's all that matters.

7
1 cruise 2 great-uncle 3 manual work 4 horror films 5 commuters 6 leap year

Track 58

1 Well, my favourite trip was when I went on a, um, it's like a boat hotel where you visit lots of different places and have entertainment on board.
3 Well, strangely enough, the person who has influenced me most was my, err, the brother of my grandmother.
3 I think I'd be good at, you know, the kind of work you do with your hands as I'm very practical.
4 I can't stand … erm, those films with monsters and ghosts and stuff.
5 The problems with local transport here is that it gets really busy during rush hour, making it difficult for … err, you know, people who need to travel to work in the city every day.
6 I was born in a, a, you know, a year when there is an extra day in February.

8
(Sample answers)
1 a kind of holiday where the flight, hotel and everything is included
2 your brother's wife or your husband or wife's sister
3 an animal with humps that lives in the desert
4 a person who sets a good example for others and is usually respected
5 a man on his wedding day getting married
6 someone who uses social media to criticise or even persecute other people online

Part 2

1
1 three; two 2 are two; one minute 3 comparing 4 a different 5 one
2
1 ✓ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓
3
1 making things 2 Why might they be making these things? How might they be feeling?

Track 59

Examiner: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.
Daniel, it's your turn first. Here are your pictures. They show people making things. I'd like you to compare two of the pictures, and say why the people might be making these things and how they might be feeling.

4
Yes, he does.

Track 60

I'd like to talk about the first and third pictures. The first picture shows a potter with his wheel, making a pot from clay. Although it could be his hobby, I think it is more likely that it's his job because he looks like an expert, his pot is pretty professional-looking, and I would guess that he's in his own studio. In contrast, the child in the third picture looks as if she is making a card with her father. It could be something for her mother's birthday or Mother's Day, something like that, or possibly she just enjoys being creative. As for how they are feeling, both of them seem to be concentrating hard and are totally focused on what they are doing, and I would imagine that as a result both are very contented, enjoying the way they can express themselves through their work. Whether you are making something as a hobby or a job, it can be a very rewarding experience.

5
1 appear to 2 Whereas 3 look like 4 may be (2 words) 5 Perhaps 6 on the other hand 7 probably 8 In contrast 9 expect

Track 61

I'm going to talk about the first and second photos. Both photos appear to show people making things as part of their jobs. Whereas the man in the first photo is making something by hand, the men in the other photo look like they are making cars in a factory. The potter may be self-employed. Perhaps he has a workshop at home but in any case, he works independently. The factory workers, on the other hand, are part of an automated process. I would imagine they feel quite differently about their work. The craftsman is probably more satisfied as he is making something unique and using his creativity. In contrast, the factory workers have to follow the employer's design and can't use their own ideas. I expect they find their work more tiring and less enjoyable, but I may be wrong

6
1 seems **to be** enjoying
2 looks **as** though
3 **a** possibility
4 ~~whereas~~ on the other hand / ~~restaurant. In photo two, whereas,~~ restaurant, whereas in photo two
5 looks ~~like~~ very happy
6 ~~I'm expecting~~ I expect
7 looks **like** a boat
8 ~~so~~ as
9 ~~they both are~~ they are both / both of them are
10 ~~that~~ than
7
Student 1: C Student 2: A Student 3: D Student 4: B

Track 62

1 This photo shows a group of children toasting what look like marshmallows around a campfire. They might be members of an organisation like the scouts. I think they may have joined to make new friends and have some interesting experiences. What they might enjoy is going camping, being out in the fresh air and having a good time with their friends. The other photo I've chosen shows some old people who look like they belong to a bowling club. I expect they joined this club to keep fit as it is a sport which is not too strenuous for the elderly. They look like they are enjoying themselves taking part in a competition – maybe they like winning. I expect they also enjoy having a drink together afterwards and chatting about their game.
2 I'm going to talk about the second and third photos. Although both of them show people who are members of a club, they are very different. In the second photo, the children may have been enrolled in the club by their parents. They are playing chess, which is not all that much fun for children of that age – say about eight or nine. Or possibly their school makes them join after-school clubs – in any case, I don't think they chose to join. In contrast, photo three shows older people who have most probably joined this bowling club through choice. At their age, no one can tell them what to do so they may have decided to join to meet new people and get some exercise.
3 Photos two and three both show children taking part in activities. In photo two the children are scouts at camp, toasting marshmallows on the fire, whereas the children in photo three have joined a chess club at their school. Children join the scouts to take part in different activities and go camping. They enjoy making new friends and getting out of the city. On the other hand, children join a chess club because chess will develop their concentration and thinking. The scouts enjoy being with other children in the fresh air while the chess club members enjoy taking part in competitions and winning prizes.
4 The children in photo two are playing chess so they might be members of their school's chess club. They might have joined this club because chess is a good way for children to develop logic and planning ahead. It is also good for their concentration. In contrast, the older people may have joined the bowls club to relax. The children seem to be enjoying the games they are playing, maybe because they like to compete with others, especially when they win. They probably like interacting with the teacher and learning more about the game. They may even get the chance to take part in tournaments against other schools, which they will enjoy a lot, especially if they win.

8
Yes, she chooses photo 3 and gives reasons why.

Track 63

Examiner: Lola, in which photo do you think the people are benefiting most from the club activity?

Lola: Umm, well, I'd probably have to say the third one because they are older people who probably don't have anything else to do. I mean, they might live alone and need to go to the club to meet others and also to get some exercise, keeping them mentally and physically active. So, yes, I think they are benefiting most.

9

Track 64

Lola: I'd like to talk about the second and third photos. The second photo shows people pushing a car which must have broken down. They could be the passengers from the car, in which case they are helping because they want to get on with their journey. However, they could well be passers-by, who are helping because they feel sorry for the driver who has got stuck. By contrast, in the third photo the younger woman is helping the older one with some kind of exercise. It looks like a gym or fitness centre so I expect the younger woman is helping as part of her job. Both women look happy so I think this help with her exercise is very beneficial to the older one. She may not be able to complete the exercises alone. In the second photo, the help is also fairly vital to the driver to allow them to get their car moving again. Again, I doubt whether the driver would be able to do this on their own.

Examiner: Thank you. Mateo, in which picture do you think the help being given is most important?

Mateo: Well, I would probably have to say the second picture because the driver might not be able to get the car started without their help. The area looks quite remote so there might not be anyone else passing by who could help. The woman in the third photo might be able to do the exercises on her own if she didn't have help.

Part 3

1
1 in print format 2 15 3 two 4 minute 5 follows on logically from 6 two candidates 7 won't

2
How might people benefit from doing the following free-time activities? There are five prompts.

3
Yes, they cover all the options, ask questions and respond to each other.

Track 65

Naomi: OK, where shall we start? What about volunteering for a charity? How might people benefit from doing that, do you think?

Gabriel: Err, well, I suppose it might make them feel good, you know, to be doing something helpful for the community or a particular cause. What do you reckon, Naomi?

Naomi: Yes, I'd go along with that. In addition, doing volunteering work can also be useful as a way of getting a paid job later on. It looks good on university applications, too. Shall we move on?

Gabriel: Yes, let's talk about learning something new. What do you think about learning something new?

Naomi: Well, it depends what it is, doesn't it? We all benefit in different ways from learning different things.

Gabriel: Of course. I'm learning to drive at the moment and if I pass my test, I won't have to wait for the bus in the rain anymore!

Naomi: Oh, good luck with that! But I was thinking of other benefits. It keeps your brain active, for one thing.

Gabriel: Which is important for everyone. What about club-based activities?

Naomi: Well, again, I'd say it depends on what kind of club but generally, you get to meet like-minded people and share ideas about whatever it is you're all interested in.

Gabriel: Yes, and for younger people, like, voluntary work, being a member of a club can look good on your CV, especially if you hold a position of responsibility.

Naomi: Yes, I suppose that's true. Let's talk about home improvements and gardening. Obviously, the main benefit is living in a nice house and looking at a beautiful garden. Would you agree?

Gabriel: Well, only to a limited extent. Where I come from, having a nice garden is more about showing off to the neighbours. Personally, I have never really understood that or why people care so much about their gardens. But I guess it makes them happy, right?

Naomi: Right. I'm with you on this one. OK, we only have one left. This is the one we know most about – keeping in touch with friends. Well, the main benefit is having fun, isn't it?

Gabriel: Mmm, possibly …

4
1 Ruby 2 Oliver 3 Ruby

Track 66

Oliver: OK, let's start with family members. The main reason, I think, is that they genuinely care about the well-being of their relatives. So, for example, when it comes to relationships, our parents want us to be happy and not make stupid mistakes.

Ruby: That's not true at all. I don't think it's a good idea to ask family members for relationship advice. What about friends?

Oliver: Obviously, most people will ask their friends for advice. That's because it is easy – young people probably meet their friends almost every day. Nevertheless, I don't think it's a good idea to rely on friends for advice. Why I say that is they don't have any more experience than we do. They can support us, maybe, but not advise us.

Ruby: You're wrong about that. I would say friends are one of the best people to advise us. I'm not sure why people would ask teachers for advice, unless it is about their studies.

Oliver: It is quite obvious why people would seek advice from professional advisors. They have the experience and knowledge to guide people towards the right decision for them.

Ruby: Possibly in certain circumstances. But you have to be careful of some so-called professional advisors.

Oliver: Well, let's go on to talk about the internet. There are some brilliant websites that can be really helpful but there is also some terrible advice out there.

Ruby: But how are people supposed to know the difference? That's the problem, in my view.

Oliver: The internet is so easy to use and almost everyone has access to it nowadays.

5
Pair A: reach agreement
Pair B: do not reach agreement

Track 67

Pair A

Man: So, I'd say professional advisors are definitely the most useful. I mean, they have to follow certain guidelines and can't give bad advice. Do you agree?

Woman: Well, in most cases, that's true, but not really if it's personal decisions like getting married or something like that.

Man: Well, possibly, but shall we go with it?

Woman: I suppose so and what about the internet for the second one?

Man: Mmm, I'd hesitate to choose the internet. Although it can be useful, it can also do more harm than good if you get on the wrong site.

Woman: That's true. So, what should we choose?

Man: Let's go with family because they are not going to do us any harm.

Woman: OK, I'll go along with that.

Pair B

Woman: Right, what do you think? How about teachers?

Man: Well, as I said earlier, I think that teachers are good for study advice but there are so many things people may need advice about.

Woman: Well, in my experience, teachers – some teachers anyway – can advise students about all kinds of things. So, professionals then?

Man: Yes, definitely. The only downside is you may have to pay for their advice but they can generally be relied on for good advice.

Woman: Good, we agree on that but what about a second one? The internet, maybe?

Man: No, definitely not. As I said before, getting advice online can do more harm than good. Family or friends?

Woman: Not really, because they are too close to you to give impartial advice. No, I'm sticking with teachers.

Man: Well, for me, family comes before teachers.

6
1 I don't 2 ✓ 3 Let's 4 agree to disagree 5 Shall 6 choosing
7 absolutely 8 at all 9 along 10 ✓
7
(Suggested answers)
1 would/'d 2 Let's 3 True/Absolutely/Right/Fine 4 point
5 suppose/guess 6 don't 7 personal/own/humble 8 agree
9 much/way/far 10 minds

Track 68

Woman: OK, shall we start with changing jobs? You'd really need to consider the salary. I mean, you might choose to accept lower pay for a job you found more interesting, but you still need enough to live on.

Man: I agree and I'd add job security. It's not worth giving up a stable job for one that might not last very long.

Woman: That's true and you'd also need to consider the likelihood of being promoted and developing your career. Shall we talk about buying a home?

Man: Well, that's a big decision, isn't it? I think you need to think about how long the house will suit you – so, if your family is going to grow, don't buy a small house, that kind of thing. What do you think?

Woman: Yes, and whether your work might take you away from the area. But also, you need to consider the housing market. Is the house you buy likely to increase or decrease in value in the next few years?

Man: That's a really good point and relates to the next decision, investing money. You have to look at predictions of how your investment will grow in the future.

Woman: Absolutely! And I think with this one, it's a good idea to seek advice from experts because most people haven't got a clue where to invest their money.

Man: Totally and it also depends how much money you're talking about, doesn't it?

Woman: Of course. Shall we move on to choosing what to study? In my opinion, the most important factor is what you're interested in. You have to love the subject or there's no point.

Man: I'm afraid I can't agree with you there. The most important thing to consider is whether the subject you study will lead to a job at the end of it. That's what you're studying for, after all.

Woman: I think we'll have to agree to disagree on that one. Shall we discuss starting a family? What do you think about that?

Man: The main thing is that you can afford to support any children you decide to have and also that you are mature enough to be a parent.

Woman: I can't argue with that. You need a stable home and ideally a reasonable income so you need to consider whether that is in place. That's my opinion, anyway.

Man: Mmm, I tend to agree with you about that.

Examiner: Now you have about one minute to say for which of the things it is most important to make the right decisions.

Man: Well, they are all important decisions, aren't they? But we have to choose two of them. How about investing money? If you get that wrong, it will affect everything else in your life.

Woman: It could do, potentially, but you don't invest money you can't afford to lose, do you? I don't think it is the most important. The same goes for buying a house. If you get it wrong, you could always sell it again or rent it to someone else. Would you agree?

Man: Yes, I suppose so. How about starting a family? Surely that has to be one of the most important.

Woman: Definitely. That has to be one of our choices because it involves children, who will get affected badly if their parents are not mature enough to care for them properly or can't afford to.

Man: Right, so let's choose a second one. Either choosing what to study or changing jobs. What do you think?

Woman: Shall we go with choosing what to study? I mean, you spend three or four years studying, whereas if you change jobs and it doesn't work out, you can always make another change.

Man: Yes, I'd have to agree with you there.

Part 4

1
1 five 2 follow on from 3 abstract 4 more 5 speculate
6 language only
2
1 topics 2 fine 3 preparation 4 interrupt 5 reply
3
Yes, they do.

Track 69

Examiner: Tom, how important is it for people to have enough leisure time?

Tom: Oh, it's absolutely vital. Why I say that is that people who work too hard can have a lot of problems with their physical and mental health. Not only that, but most people get more enjoyment and happiness from family, friends and activities outside work than from their jobs.

Examiner: What do you think, Mia?

Mia: Well, to be honest, I'm not sure I agree with Tom. I mean, yes, we all need to take time off sometimes but lots of people really enjoy their jobs and get satisfaction from being with colleagues and doing something useful in the community.

Examiner: Mia, what kind of problems may be caused by people not having enough leisure time?

Mia: Well, I would say health problems, primarily. Both physical problems like high blood pressure and heart problems and mental problems like stress.

Examiner: Do you agree, Tom?

Tom: Definitely. Mia has already mentioned mental and physical problems that can result from overwork and another thing is many jobs involve sitting down all day. If people don't get out in the fresh air and get some exercise, they can have all kinds of difficulties with their health. And also, if they don't spend enough time with their family, it can cause problems with relationships.

Examiner: Mia, what do you think is a good work/life balance?

Mia: Well, I suppose most people would say of the 24 hours in the day, we should spend about eight hours asleep, eight hours working and the remaining eight hours doing other activities, including leisure activities. I would agree that would be the ideal, but it doesn't always work out that way.

Examiner: What do you think, Tom?

Tom: It sounds a bit too simple, doesn't it? I think it depends on what stage of life you're at. What I mean is when you're young and trying to build up your career, you need to spend more time at work. Then when you start a family, you need to devote yourself to your partner and children.

4
1 B
2 C. The answers focus on describing leisure facilities and the need for them rather than what role the government should play
3 A. The woman tries to dominate the conversation and even rudely interrupts the other candidate.

Track 70

Pair 1

Examiner: Elena, do you think people who have to follow rules should help make them?

Elena: Err, well, yes, that would probably be a good idea.

Examiner: Why?

Elena: It just seems fair, really, doesn't it?

Examiner: What do you think, Max?

Max: Yes, I think Elena is right.

Examiner: Why?

Max: Well, like she said, if people have to follow rules, it's fair for them to have a say in making them.

Pair 2

Examiner: What role do you think the government should play in supporting leisure activities?

Jorge: Well, leisure is really important to people, so the government should help pay for it. Like take my local swimming pool. It's really amazing now with all kinds of water chutes and diving boards. The price of admission has gone up a lot, though.

Examiner: What do you think, Isabella?

Isabella: Well, I agree with Jorge. Everyone needs leisure facilities. Not just sports centres, but parks, libraries, museums and art galleries. People have different interests so there should be something for everyone. I personally don't think people do enough leisure activities. Most people just watch TV or spend their time on social media, which I think is just making us lazy.

Pair 3

Examiner: Lee, are there any rules you currently have to follow that you would like to change?

Lee: Yes, there are a few, actually. First of all, I don't like having to get home by 11 pm. I think I'm old enough to decide when to come home. And another thing is we are not allowed to have our smartphones in class …

So Young: Well, of course not. Students would be checking their messages all the time and not listening to the teacher. You can't have that. Anyway, I would change the rules in sports so that men and women can compete against each other. For example, I play tennis and I am better than many men I play against in practice, but I am not allowed to play them in competitions. I think this is extremely sexist and unfair. Also, I hate all the rules when I go to the airport. My hand luggage can only be this size or this weight, and all of that stuff about liquids and so on. What else? Well, …

Examiner: Thank you. Lee, would you say that …

5

1 In general
2 As a rule
3 there are exceptions, of course
4 generally speaking
5 Nine times out of ten
6 it's not always the case
7 On the whole
8 not in every case
9 by and large
10 there may be the odd occasion

Track 71

Examiner: Fabio, some people say you should use your head, not your heart, to make decisions. What do you think?

Fabio: In general, I would say it is better to make important decisions with your head. That means you need to think about whether something is practical or not rather than just considering what you feel like doing. As a rule, I tend to use common sense when I have to decide about something. But there are exceptions, of course. When it comes to love and getting married, for example, you obviously need to be guided by your heart more than your head.

Examiner: What about you, Leah?

Leah: Well, generally speaking, I am a person who tends to go with my heart rather than my head. For example, I'm quite spontaneous and take a lot of risks. Nine times out of ten, my heart makes good decisions, which is probably why I continue to do things this way, but it's not always the case.

Examiner: Leah, do you think it is important to get your family's approval when making a decision?

Leah: On the whole, I would say, yes. Things will be much easier if you have your family on your side. They'll be more likely to support and help you if they approve of what you're doing. So, yes, it is important but not in every case. I don't think you should give up your dreams if others don't agree with them.

Examiner: Do you agree, Fabio?

Fabio: Well, yes, by and large, I agree with Leah. Most of the time I try to convince my family that what I want to do is a good idea. I do value their support, but there may be the odd occasion when you need to do something they are not really on board with. Hopefully, they will come around to your way of thinking later.

6

Generalising	Making exceptions
In general As a rule Generally speaking Nine times out of ten On the whole By and large	there are exceptions of course it's not always the case not in every case there may be the odd occasion

8

Track 72

Examiner: How important do you think it is for vocational training to be available for young people who need it?

Student 1: I would say it's extremely important because not everyone is suited to a university education. Many people prefer practical subjects which are more directly linked to a job, such as hairdressing or plumbing. The trouble is that in many countries, academic studies are considered more important but, in my view, it is vital for young people to receive training to prepare them for jobs.

Student 2: I would agree with all that. In fact, I'd go further and suggest that some practical skills for jobs should be taught in schools. And I think it would be great to have presentations from people who work in different fields, so that school children can learn about what skills are needed for each job, what the positives and negatives are, and so on. That way students have more information about which careers suit them or not.

Examiner: Some people say that family matters more than friends. What is your opinion?

Student 2: Let me see. That's not an easy question to answer because both family and friends matter a lot. Overall, though, if I were forced to choose, I'd have to agree that family is more important. That's because they are a constant in your life, whereas friends might come and go. Your parents and grandparents, in particular, really do have your best interests at heart, right?

Examiner: Do you agree?

Student 1: I'm not sure I do. I think it depends on who you are. For some people, friends are the people who understand them the most and they have problems communicating with their family. I think your age matters here too. I'd say that as a rule, young people value their friends more than their family, especially during adolescence. But then you have children and everything changes.

Examiner: Do you think parents should limit the amount of time their children spend online?

Student 1: Yes. By and large, I think parents should restrict children's access to the internet, but it depends on the age of the child and how responsible he or she is. The main thing is that parents should not just leave their children to explore the internet on their own. They should teach them about the potential dangers and what they can do to stay safe online.

Student 2: I think you make some good points, but for me the question is who decides what the limits are. I think the government or doctors should study the effects of children spending time online and make recommendations or rules. That way, it's the same for all families and kids can't complain that their friends get more time online than they do.

Examiner: Is it best to make sports compulsory for school students?

Student 2: I haven't really thought about that before, to be honest. Erm, we all know that sports are good for children – and adults too, of course – but if they are compulsory, it could, in the long run, make people less active. What I mean is, if you are forced to do something, you might end up hating that thing so once you are no longer obliged to do it, you will stop. So, I'd say making sports fun is a more useful approach.

Student 1: I have to disagree here. I think sports in schools should be compulsory to maintain a healthy population. Our population is getting more and more unhealthy and I think a lot of this is due to lack of regular exercise. Perhaps to make sports more fun, schools could offer more variety. I mean, not everyone enjoys competitive sports, so maybe offering things like yoga or dance classes would be a good idea. So yes, I would make sports obligatory.

Workbook answer key

Unit 1 People like us

Grammar

1
1 was growing up 2 were 3 had 4 had always wanted 5 loved 6 got
7 had been spoiling 8 had become 9 were 10 've been trying

2
1 correct 2 ~~had bumped~~ bumped 3 ~~have you been doing~~ were you doing
4 ~~would be~~ used to be 5 correct 6 ~~have~~ had 7 ~~had been~~ was
8 ~~talked~~ have been talking

3
1 had, was/were 2 fell, had failed 3 would pack / used to pack / packed, went / would go / go / used to go 4 was happening, was barking
5 hadn't been working, joined 6 have been gardening
7 was, had never met 8 managed, headed

Vocabulary

1
1 made 2 give 3 gave 4 giving 5 made 6 making 7 give 8 give

2
1 make an apology; B 2 give (someone) a refund/their money back; F
3 give a lecture; D 4 give (someone) some information/details; A
5 make a phone call; H 6 make a suggestion; G
7 make a comment; C 8 give (someone) instructions; E

Reading and Use of English Part 4

1 is/'s delivered on a weekly basis 2 to increase the length
3 had/'d never paid / hadn't paid a visit to
4 no/little harm in taking (out) / getting
5 don't / do not have as many children 6 to put a stop

Listening Part 4

Task One
1 B 2 D 3 C 4 G 5 E
Task Two
6 G 7 B 8 F 9 C 10 E

Track 2

Narrator: You will hear five short extracts in which people are talking about someone they admire. For questions 1–5, choose from the list (A–H) the qualities each speaker believes the person they admire has. For questions 6–10, choose from the list (A–H) what change the speaker made as a result of this person's influence.

1

Woman: My friendship with Amina is a bit unusual as she's a classmate of my older sister. I used to be extremely reserved and had no confidence. Amina and I just clicked and she was such a joy to be around, which is what I really like about her. We've both been into skateboarding since we were young – from long before we met. Amina's introduced me to loads of the people at the skate park who we've been meeting up with and hanging out with. I still have issues with self-esteem, but Amina encourages me to overcome them. We share the dream of opening a skate park together – I'd love to go into business with her one day.

2

Woman: Debi's an old family friend. When the café I owned was doing badly, my parents suggested I approach her. I was a bit apprehensive at first. I felt stupid having borrowed money for the business and my confidence was at rock bottom. Also, she'd always scared me a little. Now though, I'm so glad we met. She looked at all my incomings and outgoings, highlighted the issues and found ways I could fix them. Debi introduced me to a business adviser, who gave me free advice. It was his suggestion to turn the cafe into a 'green' restaurant with vegan food and no waste. Now business is booming, and I no longer owe a cent to anyone.

3

Man: I didn't care about school , I just wanted to have fun. But by my mid-20s I wanted more. I got accepted onto a nursing degree and graduated at the age of 28. It was tough and I have to thank my mentor, Alex, for getting me through it. He's in his 50s and became a nurse when men were a minority in the profession. That never bothered him, though. He didn't want to be like everyone else and his friendly manner won people over. He's really supported me in what can be a stressful job, never dismissing me as just some silly kid, just helping me do something worthwhile with my life.

4

Woman: I had it all – I was fit, healthy, had a great social life. Then, a couple of years ago, I had a serious accident. Carley was my occupational therapist. I did basket weaving as part of my therapy to help my injured hand. Personality-wise, we're opposites. Whereas I'm outgoing and sometimes too loud, she always knows her own mind and rarely gets flustered. Plus I love the way she's willing to own up to her own failings. I felt depressed about having no money, but through Carley I became more chilled. I found I have a knack for making things with my hands and thanks to her, I'm still making baskets. I might even sell some online one day.

5

Man: I love talking to my uncle Antonio. Even though I hate football, I used to go and watch it with him just so we could talk. I thought he was the smartest person around. Now I realise he just carries himself well. He has this way of talking that means you always end up agreeing with him. It's amazing. He's always taken an interest in what I'm doing, even though I tell him to mind his own business. I used to be shy and lack confidence, but he made me believe in myself and follow my dreams. I don't think I would have had the confidence to become a professional pilot if it wasn't for him.

Reading and Use of English Part 8

1 D 2 A 3 B 4 C 5 B 6 A 7 D 8 C 9 B 10 D

Writing Part 1

1
1 No 2 Yes 3 No 4 Yes 5 No

2
1 However/Nevertheless 2 in this way 3 Firstly 4 despite
5 On the other hand / However 6 since 7 Secondly 8 Moreover
9 Nevertheless / However / On the other hand 10 Although

3
1 Yes 2 Yes 3 Yes 4 Yes 5 Yes

Unit 2 More than words

Vocabulary

1
1 got 2 does 3 get 4 do 5 make 6 make 7 do 8 get 9 make
10 doing

2
1 doing 2 made 3 made 4 makes 5 make 6 get 7 make
8 get/do 9 making 10 do

Grammar

1
1 for the purpose of 2 this reason 3 Since 4 Therefore 5 so as
6 in case 7 in order to 8 As a consequence of

2
1 Let's turn the subtitles on **in case** we don't understand everything.
2 We took lots of photos on holiday **so that** we can remember the good times.
3 **As** Leon hasn't spoken French for several years, his French is a bit rusty.
4 Samira lived in Greece as a child, **with the result that** she speaks Greek really well.
5 The lecture was cancelled **due to** the illness of the lecturer / the lecturer being ill.
6 The school reduced the fees **with the intention of** getting more students.

Listening Part 1

1C 2B 3A 4B 5C 6A

Track 3

Narrator: You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) that fits best according to what you hear. There are two questions for each extract.
Extract 1. You hear two friends discussing a TV documentary about how babies learn to speak.

Woman: So, what did you think of that programme about babies learning to speak?

Man: Well, some things really surprised me. I mean I suppose it makes sense that they're born with an innate linguistic capacity – I just hadn't thought of it like that before. What I thought was astonishing was that soon after birth, they're capable of picking up sounds and imitating them, whether or not they're from their mother tongue. By a year old, they've kind of homed in on just the language the people around them are speaking. That's fascinating, don't you think?

Woman: Absolutely. One thing I hadn't been aware of previously was that whatever language they're learning, babies all go through the same process, the same set of milestones, even though, as we all know, they all move at their own pace. The more you talk to babies, the quicker they learn, which I'd assumed was the case from being with my sister and her kids. I used to wonder why she kept talking to these tiny babies who couldn't understand her but by the age of one, all of them were stringing words together.

Narrator: Extract 2. You hear two friends talking about a language speaking test in schools.

Woman: So, have you seen the new proposals for language teaching in UK secondary schools? I'm amazed that they're doing away with the speaking test. I mean why learn a language if you can't actually use it to have a conversation?

Man: I'd say the media has twisted this story out of all recognition. Students will still be taught speaking skills but rather than getting an examiner in, at great cost and inconvenience, the teachers can award a grade. It makes more sense in a way, as the teachers know the kids. So, the change is not that major, actually.

Woman: Well, that does make sense, and the reduced pressure may induce more students to take up a language. It'd be ridiculous ,though, if studying a language weren't mandatory beyond the age of 14, don't you think?

Man: Mm, that's a tricky one. Research has shown that students simply won't learn a language unless they see the value of it. Now that English is such a widely-used language, convincing children that other languages are important isn't easy.

Woman: None of that is wrong, but many children probably wouldn't choose to study anything at all, given the choice, so it doesn't justify removing languages from the curriculum.

Narrator: Extract 3. You hear a man talking to a woman about a text message he has received from his daughter.

Man: I've just got this text from my daughter, and I have absolutely no idea what it means. I'll have to reply and ask her to write it in proper English. Half of it is in abbreviations – TBH, LMK, G2G – and the rest is in these little symbols – emojis, I think they're called. This generation are going to completely destroy the English language.

Woman: Seriously? You talk as if a language is something static – written in stone. We invented words when we were young, and our parents probably did the same thing. Think of the language writers in the past used – a lot of it is incomprehensible to us now.

Man: You've got a point, I suppose, but it's slightly different, isn't it? I mean, the playwright Shakespeare lived over 400 years ago, so it's logical that we can't always understand him, but my daughter is only 28 years younger than me!

Woman: Well, yes, but think about why this happens. We used to call a 'pram' a 'perambulator' – cutting five syllables down to one seems reasonable to me. They're just doing the same, but in writing. BRB is three letters, whereas 'be right back' is – let me see – 11 letters.

Reading and Use of English Part 3

1 unconventional 2 repetitive/repeated
3 underestimate/under-estimate 4 differentiate 5 misleading
6 indication 7 contentment 8 awareness

Writing Part 2

2
1 the developer of the app
2 write, evaluate, suggest
3 to evaluate the user's experiences with the app for Beginners and Advanced learners, and suggest ways to improve it

3
1 Introduction 2 General evaluation 3 The free app
4 The premium version 5 Recommendations

4
1 attractive, enjoyable, effective 2 outstanding 3 astonished
4 colourful, entertaining 5 reasonable 6 useful, engaging
7 disappointing

Reading and Use of English Part 6

1B 2D 3A 4C

Unit 3 Mind, body and soul

Vocabulary

1
1 done away with 2 getting into 3 come up 4 comes across as
5 take on 6 rush into 7 put forward 8 catch on

2
1 to catch … with 2 take … time 3 caught … eye 4 make … meet
5 made … point 6 take … as 7 ran … problems

3
1 caught her eye 2 make ends meet 3 ran into problems 4 catch up with
5 make a point of buying 6 can take your time 7 takes things as they come

Grammar

1
1 no 2 none 3 not 4 no 5 Not 6 none 7 not 8 no
9 None 10 no

2
1 ~~reporting~~ reported 2 ✓ 3 ✓ 4 ~~was~~ is 5 ~~is strongly influenced by~~ strongly influences 6 ✓ 7 cannot **be** underestimated 8 ~~being~~ been 9 ~~Most people are still thought~~ Most people still think / It is generally thought 10 been ~~being~~ carried 11 ~~You can be found errors~~ You can find errors / Errors can be found 12 ✓

3
1 are judged 2 are given 3 know 4 excel 5 are overlooked
6 has been / is shown 7 are nurtured 8 has 9 have abandoned
10 are used

Listening Part 2

1
1 35% 2 music festival 3 visas 4 security check **5** bank transfer
6 video chats 7 trust in authority 8 primary schools

Track 4

Narrator: You will hear a psychologist called Meera Khan talking about the rise in scamming, where people are tricked by others who are trying to make a profit through deception. Complete the sentences with a word or short phrase.

Meera: Psychologists have long been interested in how people get taken in by scams, where people try to make money by deceiving others. Approximately 30% of us have been targeted by scammers in the last two years and there's been a growth of 35% in the number of scams being reported during the same period. What's more, at least 10% of people know someone who's lost money to fraud.

A common scam relates to tickets. I recently spoke to a woman, Amy, who had bought tickets for a music festival from a website she thought she'd previously used to buy concert tickets. They cost hundreds of dollars, the same price as many sports events. The tickets never materialised. It turned out she'd bought the tickets from a copycat website controlled by criminals.

Many serious cases of fraud are attributed to such fake copycat websites, especially those pretending to be government websites. Driving licences are a common source of income for criminals, as are passport renewals and travel insurance. I worked on a case where a husband and wife were jailed after making £37 million through online sales for visas which, of course, never existed.

Another type of scam targets jobseekers. An unemployed man called William was offered a CV writing service, which he refused. The same company then told him they'd got him an interview with a top company, but he would have to get a security check at his own expense, which he did. Even after he'd discovered the company was fake, they kept asking him to pay for a training course that never existed.

Shopping online has also been associated with a rise in scams. Experts advise consumers never to pay for goods purchased on the internet via bank transfer. There are several reputable third-party payment providers and credit cards provide a safe option, though do check whether fees apply before making your purchase.

Some upsetting scams are those where people meet through dating websites. Everyone should be vigilant about this happening to family and friends. A preference for voice calls or text conversations rather than video chats is one red flag to watch out for. And 'dates' who ask for money should always be treated with caution.

So which people are most at risk of falling for scams? Well, let's take the fake government websites I mentioned earlier. This scam works best on people who possess a trust in authority, normally considered a positive characteristic. While old and vulnerable people are more likely to come under this category, many younger, tech-savvy individuals have fallen for this scam, and will do so again in the future.

Education is the only way to stop scammers. Some secondary schools are starting to teach children that if something looks too good to be true, it probably is. This is great but starting even earlier, at primary schools, would really ensure a scam-aware society. But for older people, public awareness campaigns on TV, websites and in newspapers would help a lot.

Reading and Use of English Part 2

1 what 2 to 3 on 4 no 5 taken/made 6 so/this/that 7 instead 8 none

Writing Part 1

1
1 paragraph 3 and the final paragraph
2 'One could also argue that …', which distances the writer from this opinion.
3 Yes – if celebrities are shown doing things / using products that are inaccessible to some people, it won't be successful.

2
1 But what we disagree on is …
2 strongly influence / deliberately targets
3 namely
4 convince, influence
5 could be encouraged, are seen to do
6 On the one hand, However, Though

3
1 tax food and drink that are high in fat, salt or sugar
2 sportsmen and women, film stars and singers
3 encouraging people to adopt healthy lifestyles
4 taxing unhealthy food and celebrity endorsement
5 an approach
6 people

Unit 4 Career paths

Vocabulary

1
1 partner with 2 reliance on 3 invest in 4 focus on 5 prevent … from 6 desperate … for 7 conscious of

2
1 fierce 2 specialist 3 vast 4 high 5 extensive 6 powerful 7 unrivalled 8 constant 9 large 10 considerable

3
1 huge/intense 2 excellent 3 excellent/extensive/great 4 great 5 an excellent/a vast 6 great/huge 7 excellent 8 great/heavy/huge/intense 9 huge/great/vast 10 great/huge/large

Grammar

1
3, 4, 6, 8

2
1 possible 2 any chance 3 could well 4 more likely 5 strong likelihood 6 could have 7 bound to 8 every possibility

3
1 unlikely **to** become 2 ~~mustn't have~~ can't/couldn't have 3 ~~well could go~~ could well go 4 ~~easy~~ easily 5 ~~coming~~ come 6 correct 7 ~~reason~~ reasons 8 correct

Listening Part 3

1 C **2** D **3** D **4** B **5** A **6** C

Track 5

Narrator: You will hear an interview with a man called Mike Jennings who works as a tea taster and a woman called Lara McDermott who imports tea to the UK. Choose the answer (A, B, C or D) which fits best according to what you hear.

Interviewer: Today on our series on careers options, we're talking to two people whose career choices are definitely my cup of tea! Mike Jennings is a tea taster and Lara McDermott imports tea to the UK. Welcome, both of you. So, Mike, can you tell us how you got into tea tasting?

Man: Well, actually, it was something I stumbled into. I'd graduated from university with a Science degree but had gone out to Sri Lanka to teach English, while deciding what to do with my life. One day, a friend of mine fancied visiting a tea factory and I went along for the ride, but it wasn't until I got there that I realised how special that visit would be for me. I suppose you would call it a 'eureka' moment. I got chatting to a factory manager and heard all about the fascinating process of planting, harvesting, drying and of course tasting and blending. And that was it – I'd found my career!

Interviewer: So, what would you say are the most important qualities for a tea taster?

Man: Erm, there's no fixed route into being a taster. My colleagues have all done different degrees. A background in science, while useful, isn't a necessity, though much of the time you're working in a laboratory-like environment. You do need to be aware of climatic conditions, though, and how they affect soil and how water temperature affects the taste of the tea. Yes, I'd say the main thing is to have a good palette and an active olfactory nerve, since taste and smell are so closely related. Although you become more aware of your senses as you train, if those essentials are missing, you'll never make it.

Interviewer: Just out of curiosity, I've always wondered why tea tasters slurp their tea in that noisy way. It's not considered very polite normally so is there a reason for it?

Man: Yes, of course. Some people think we don't care about politeness because we're behind closed doors. But there is a reason for it. When we conduct a tasting, we drink from a large spoon to ensure that the tea itself has plenty of oxygen. Putting tea in a cup would prevent that. We then need to ensure that as we're drinking the tea, it passes over all the taste receptors in the tongue so we get an even taste profile of the tea. Hence the slurp. It's how it's been done for centuries and there is still no better way of doing it.

Interviewer: Ah, that makes sense. Let's bring Lara in here. Lara, you import tea to the UK. How do you tell if a tea is top quality or not?

Woman: It's actually fairly easy. The best tea is not processed by machine, using the CTC (cut, tear, curl) method. Its texture isn't crumbly and it doesn't contain lots of stalks. The other method, known as the orthodox method, minimises the handling of the tea leaves and preserves the delicate flavours. It can be hard to find tea using this method in the UK as we don't import much in. Most of the tea we drink is produced with the CTC method.

Interviewer: That's interesting. Do people in the UK have strong views about how tea should be drunk?

Woman: Definitely! If you ask ten people how they like their tea, you'll get ten different answers. People mention the brands they like and how long they brew it for. In the UK, 98% of people drink traditional black tea with milk. But there has been a slight shift in recent years. Green and herbal teas are growing in popularity, especially among the twenty-somethings; so are iced teas, which were unheard of here until relatively recently. Older people are most attached to the traditional black tea with milk and maybe sugar.

Interviewer: So, Mike and Lara, the question lots of our listeners want me to ask you is: which is more popular in the UK, tea or coffee?

Man: Tea, for sure!

Woman: Definitely, tea!

Interviewer: Why do you think that is?

Man: Well, I should start by saying, coffee is catching up. I read recently that the number of cups of coffee drunk per day rose from 70 million to 95 million between 2008 and 2018. That's obviously due to the explosion in the number of coffee shops and the cool image of coffee. But tea is deeply embedded in our way of life. Whenever someone has a problem, the solution is a cup of tea. Coffee will never have that comfort factor, at least not here.

Woman: I tend to agree with Mike about British people seeing coffee as being cooler and more sophisticated, but I'd say it's the lower level of caffeine in tea that will mean its popularity will endure. I mean, personally, I can only drink one or two coffees a day but can drink five or six teas easily.

Reading and Use of English Part 8

1 C 2 A 3 D 4 D 5 A 6 B 7 D 8 B 9 C 10 C

Writing part 2

1
1 F (a friend of a friend) 2 T 3 F (Sarah) 4 F (informal but not slang)
5 F (she is going for an interview at your company)

2
1 position 2 short-listed 3 collaboratively 4 team player
5 organisational 6 mission statement 7 policy 8 workplace

3
1 Try showing > Try to show 2 correct
3 I suggest you finding > I suggest you find 4 correct
5 that's worth mention! > that's worth mentioning! / that's worth a mention!
6 I'd advice you to dress > I'd advise you to dress
7 Avoid to wear > Avoid wearing

Unit 5 Events to remember

Vocabulary

1
1 back 2 leg 3 fingers 4 eye 5 arm 6 back

2
1 pick 2 jumping 3 tied 4 lightly 5 mend 6 up 7 settle 8 wonder

Grammar

1
1 getting 2 to stick 3 to have 4 leaving 5 to attend 6 feeling
7 making 8 growing 9 to keep 10 to have

2
1 ~~to drop~~ dropping 2 correct ~~having~~ to have 4 ~~getting~~ to get
5 ~~be~~ being 6 ~~apologising~~ to apologise 7 correct 8 ~~join~~ joining
9 correct 10 correct

Listening Part 1

1 B **2** C **3** B **4** A **5** A **6** C

Track 6

Narrator: You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.
Extract 1. You hear two friends talking about a holiday they went on in Norway.

Woman: I still think the train journey up to Myrdal was the highlight of our Norwegian holiday. It still seems incredible that we could climb to something like 860 metres above sea level in such a short time, and the views were spectacular. I wonder how they managed to build it. Apparently, it's one of the steepest railways in the world.

Man: Absolutely. I've no idea how they did it. Do you remember all those tunnels? Apparently, 18 out of 20 were built by hand and one of them has a 180-degree turn into the mountain. It's a shame I'm terrified of heights as I had my eyes closed the whole time. As a result, I couldn't tell you if Norway was gorgeous or not.

Woman: Yeah, it was a shame you missed out on the photo stop at the waterfall. That was stunning. Did you see all the cyclists on the road next to the railway? I'd love to do a cycling holiday and apparently, there are some excellent deals on cycle hire and guest houses combined. Only I'm not sure I have the stamina for the ascent. I'm coming back to Norway to cycle through the lowlands next summer for sure.

Narrator: Extract 2. You hear two friends talking about weddings.

Man: So, have you thought about the kind of wedding you want to have when you and Marcus finally get round to tying the knot?

Woman: Well, for ages we were alternating between a beach wedding in Mauritius and a traditional church wedding at home, but as his mum can't travel, we're staying here. The catering is a bit of a contentious issue. I'm not sure that my family are quite ready for some of the spicy dishes Marcus prefers, so we're still working on that. I'll be wearing an antique lace dress that's been in the family for generations, much to Marcus's delight as it matches what he's planning to wear.

Man: Did I tell you about the wedding I went to last month? My colleague's ceremony was in a gothic mansion where all the waiters were dressed as vampires, and you could go ghost hunting. It was great fun. All the guests, of which there were many, loved it. You could see that no expense was spared. I will admit, though, I had expected something more traditional, but everyone had a great time, even her 89-year-old grandmother.

Narrator: Extract 3. You hear a woman telling a friend about her scuba diving experience.

Man: So, did you end up trying scuba diving on your trip?

Woman: Yes, we did an introductory course. I was in two minds, but Greg, my husband, talked me into it. I know lots of people would love to do it but that's just not me. It's not so much the fear of coming across some weird marine life form down there as the psychological barrier I have about going so far underwater without access to air. We're not physically designed to do that. The course and equipment hire were also pretty pricey, especially after the expense of the holiday, but Greg insisted on paying, so I reluctantly said yes.

Man: So, what did you think of it?

Woman: I'm not going to lie – when we first dived outside of the pool, I really struggled. It's harder than it looks! I think Greg was afraid I'd back out, especially as it was too late to get a refund. Still, despite struggling to get to grips with things, you can't fail to be impressed by the undersea world. You've probably seen all the fish in the aquarium, but nothing compares to seeing them in their own habitat. So, no regrets but I'm in no rush to jump back into the water any time soon.

Reading and Use of English Part 4

1 despite Richard's insistence on planning
2 do our utmost / take the utmost care / make the utmost effort to prevent
3 be cancelled at short notice
4 in keeping her word
5 by far the funniest / far funnier than any other
6 never worked round/around the clock

Reading and Use of English Part 7

1 D 2 E 3 C 4 G 5 A 6 F

Writing

1
1 The principal objective 2 At present 3 What's more
4 provide an opportunity 5 Furthermore 6 a real need
7 I propose 8 must take advantage of

2
1 profile 2 provides 3 fitting 4 mingle 5 formal 6 put forward
7 cover 8 enables

3
(Suggested answers)
1 Introduction 2 The venue / The location 3 Activities
4 Publicity / Marketing 5 Conclusion / Final recommendations

Unit 6 Creative pursuits

Grammar

1
1 one 2 so 3 which 4 so 5 could 6 This 7 others 8 both
9 another 10 some

2
1 Maddy would have been a ballerina if she had had the opportunity ~~to be a ballet dancer~~.
2 My uncle promised to take me to the Liverpool game but he didn't ~~take me to the Liverpool game~~.
3 I was sure we would win the match but the rest of the team weren't ~~sure we would win the match~~.
4 There are no art galleries in my town but I wish there were ~~some art galleries in my town~~.
5 I've never been to see an opera but I'd like to ~~go and see an opera~~.
6 There was an amazing craft market in the square last Sunday and next Sunday there will be another ~~amazing craft market in the square~~.
7 Noor isn't happy with her music classes but her brother is ~~happy with his music classes~~.
8 Miss Nicholls asked Isaac to help clear up the mess but he refused ~~to help clear up the mess~~.

3
1 these/them 2 Another 3 both 4 one 5 so 6 whose 7 mine
8 had 9 Others/Some/They 10 them

Vocabulary

1
1 fair 2 high 3 an endless 4 terrible 5 huge 6 satisfactory
7 valuable 8 wide 9 heavy 10 terrible

2
1 correct 2 great/good/tremendous/huge 3 steady/remarkable/considerable 4 correct 5 correct 6 large/good/huge 7 terrible
8 great 9 correct 10 small/modest/limited/tiny

Reading and Use of English Part 5

1 C 2 D 3 B 4 C 5 A 6 B

Listening Part 2

1 the Arabian gulf 2 fuel 3 iceberg 4 eye contact 5 trunk 6 laws
7 dance 8 Welsh

Track 7

Narrator: You will hear a university lecturer called Jenny Warren giving a talk about culture. Complete the sentences with a word or short phrase.

Jenny: Culture is one of the most complex and hard-to-pin-down concepts, because it is concerned with almost every aspect of human experience.

Consider food, for example. Everyone knows there are a huge variety of cuisines out there but how did they start? Obviously, island nations like the Maldives tend to eat more fish and the type of crops which grow in the local climate and soil dictate the basis of many dishes, such as olives in the Mediterranean, and in the Arabian gulf, where it is difficult to grow crops like apples, strawberries or grapes, dates are often used.

Culinary methods too are influenced by culture and geography. In parts of China, the scarcity of fuel meant that food had to be cut finely and fried quickly. The Maori of New Zealand often boil food using hot springs which have unique geothermal properties. Food is laid on rocks and covered with flax leaves or, more recently, cloth sacks.

There is no single agreed definition of culture. Different models exist that provide a comparison of culture with an actual thing. Some people compare culture to an onion or a rulebook in invisible ink, but the model I find easiest to comprehend is the analogy of culture as an iceberg. In this model we have seen and unseen cultural artefacts, i.e. clothes, food, festivals – about 10% of what we call culture is visible – but there are also many things that are more difficult to observe – like eye contact – things where there are rules but these aren't easily understood.

Another favoured analogy is the tree. The leaves represent the observable aspects while the trunk is norms and values and the roots are the origins of the culture, myths, legends, stories – things that can't be changed and even members may be unaware of.

A newer model invented by Jűrgen Bolton is based on a sand dune. At the sediment level are laws – things an individual *must* adhere to. The sand in the middle represents aspects which should be followed and at the top are the shifting sands, which symbolise the parts of culture that are open to change.

Of course, there are many traditions unique to a particular culture. In recent years, organisations such as UNESCO have tried to protect the cultural heritage of minority groups in society by recognising different practices and art forms. For example, Hula, the dance form developed by the Polynesians who originally settled in Hawaii, should be recognised and appreciated as a symbol of Hawaiian identity.

The UK is considered multicultural for many reasons. One of these is the fact that the UK is made up of four different countries: England, Scotland, Wales and Northern Ireland, each with its own unique traditions and linguistic history. Concerted efforts have been made to preserve these cultures. As an example, unlike English, which is the predominant language spoken throughout the UK, Welsh was on the verge of extinction. It is now taught in many more schools in Wales and is an option for anyone interacting with any government website in the UK.

Writing Part 2

1
1 reality 2 bunch 3 basket 4 end 5 plan 6 household 7 home
8 recipe

2
1 (surprisingly) addictive 2 (really) relatable 3 stunning, imaginative, (technically) brilliant 4 disappointing 5 scorching 6 famous, typical

3
1 Why I like it is 2 I've been glued to it 3 find yourself rooting for them
4 For me, the highlight of the season was 5 My absolute favourite is
6 I highly recommend

Unit 7 In your free time

Vocabulary

1
1 behalf of 2 keeping with 3 aid of 4 exchange for 5 place of
6 account of 7 far from 8 means of 9 regard to

2
1 costs, fortune 2 pay by card 3 take out, loan 4 sell himself
5 earn, living 6 make, buck 7 rent, hire 8 lend, pay, back
9 money, burn 10 afford, raise

3
1 f 2 d 3 h 4 b 5 g 6 i 7 c 8 a 9 e

4
1 paid peanuts 2 spending money like water 3 holds the purse strings
4 pay through the nose 5 rolling in money 6 Money doesn't grow on trees
7 put your money where your mouth is 8 pay my own way

Grammar

1
1 (which/that) (no commas)
2 whose (no commas)
3 *Mean Girls*, which was released in 2004, was a typical American high school movie.
4 which/that (no commas)
5 where (no commas)
6 My elder brother, who was always fixing things around the house, has just qualified as an engineer.
7 who/that (no commas)
8 Parkour, which is similar to free running, can be quite dangerous.
9 (which/that) (no commas)
10 Harlan Coben, whose books I love, is an American novelist.

2
1 Josefina ran down the road, calling her brother's name.
2 Built in 1595, this is the oldest house in the village.
3 Having studied French at university, Evie was able to understand the film.
4 Made by hand, this lace is really beautiful.
5 The director made a speech thanking everyone for their help.
6 Having passed grade 6 piano, Alvin moved to the grade 7 class.
7 Drunk in small quantities, coffee is good for you.
8 Looking at me suspiciously, Maurice handed me the money.

3
1 Turn right at the Beacon Centre, ~~which is~~ the building next to the school.
2 Jessica, ~~who is~~ the girl I told you about, is standing over there.
3 Freedom, ~~which is~~ the greatest gift of all, is often taken for granted.
4 The O'Connor twins, ~~who are~~ well-known ice-skaters, used to live next door to us.
5 Rounders, ~~which is~~ a baseball-like sport, is very popular in England.
6 My students, ~~who were~~ all Japanese, were amazing at origami.

Reading and Use of English Part 1

1 C 2 A 3 B 4 B 5 D 6 C 7 A 8 D

Listening Part 4

Task One
1 F distractors D, G 2 A distractors H, B 3 C distractors A, E, G
4 B distractors G, H 5 H distractors G, A

Task Two
6 H distractors A, E 7 C distractor D 8 G distractor C 9 E distractor D
10 F distractor B

Track 8

Narrator: You will hear five short extracts in which people are talking about taking part in different events for charity. For questions 1–5, choose from the list (A–H) the main reason each speaker gives for taking part in the event. For questions 6–10, choose from the list (A–H) the way the speaker feels about their event now.

1

Woman: Although I hate the idea of being in the public eye, the fact that there are kids in our town who regularly go without meals meant I had to do something. People just don't know about this stuff and I thought the sight of a 60-year-old woman raising money for charity by abseiling down a 200-metre-high tower would make people sit up and take notice. It was good to finally do it, as we'd had to postpone the event three times due to the weather, which was annoying, but I'm not proud of the way I screamed 'Help me!' all the way down.

2

Woman: I've always loved swimming and I'd achieved several swimming-related ambitions, but I'd never used my love for the sport to help anyone else until I took part in the 10k 'swimathon' in aid of a local rehabilitation centre. A few years ago, I had an accident and spent months recuperating at the centre. It's a great facility with the latest equipment but it relies on donations to run. I really wanted to express my gratitude by doing the swim. It went well and I raised so much that I've now decided to attempt to swim the English Channel. It'll be the hardest – but most thrilling – thing I'll have ever done. Bring it on!

3

Man: I'm terrified of heights so I can't abseil or skydive, so, along with my friend Dan, I organised a sponsored 'gameathon', where we played online games for 12 hours straight. The proceeds went to Age Awareness, a charity close to me as they helped my grandma in her final years. I figured that if others saw you didn't need extreme levels of fitness or courage to help a charity, they'd do the same. I thought it would be exciting to have guilt-free gaming for a whole day, but after enduring a whole day looking at the screen, it's given me a new perspective. I now limit my screen time and I'm delighted I made this change.

4

Man: I completed a charity skydive a few months ago and, to be honest, I'm just glad to be here to tell the tale. It was petrifying. It was a tandem jump with an instructor from 3,600 metres. We landed, but afterwards the instructor told me the main chute had failed. We'd had to rely on the back-up! My heart rate took hours to return to normal afterwards! It's not like I'd always dreamed of doing something like that, but our local children's hospital needs a new MRI scanner and they'll need 100,000 to cover that. Hopefully I've helped them reach that target.

5

Woman: It was great to raise money for a new local charity but I'd actually signed up to see if I could run a half-marathon. I'd hated sport as a child, but as an adult I run regularly just for fitness and I wondered if I could run that far. In preparation, I gradually ran further and further, but I didn't do 21k, the distance of a half-marathon, before the day. I assumed that the adrenaline would get me through. It didn't. I'm OK with that. I'll try again next year. What got me down, though, was the negative posts on social media. I thought people would be proud of me. After all, at least I tried!

Writing

1
C, E, B, A, D

2
1 Why don't you 2 could 3 shouldn't 4 If I were you 5 I'd

3
1 huge issue 2 house shares 3 hold you back
4 expand your horizons 5 bonding experience
6 start a new venture / give it a go 7 be in the same boat
8 like-minded people

Unit 8 Sound and vision

Grammar

1
2 Jim said (that) he hadn't gone to university at all.
3 Sonia said (that) that was what she was thinking of doing.
4 Jim said (that) he would highly recommend it.
5 Sonia said (that) she would start earning money straight away.
6 Jim asked Sonia if/whether she had considered the possibility of doing her apprenticeship there.
7 Sonia asked Jim if/whether he knew when the closing date for applications was.
8 Jim said (that) it was the following Friday.
9 Sonia said she'd been hoping (that) Jim/he would say that.

2
2 Becky asked Arturo how long he **had** been living **there**.
3 Charlotte told me that she **hadn't enjoyed** the film because she **had seen** it before.
4 Charlie wanted to know whether I **had** ever appeared on TV.
5 ✓
6 Tim told me that **he** was still waiting to hear if **he had** got the job at the newspaper.
7 Connie said that her mum **hadn't** watched the news **the previous day**.
8 ✓
9 David asked me why **I was** staring at him.

3
2 arranged **for** me 3 requires **you**/**people**/**us** 4 ~~to me~~ me 5 ✓
6 ✓ 7 admit **to** your parents 8 ✓ 9 ✓ 10 informed **us**
11 ~~me to help~~ to help me

Vocabulary

1
2 tell anyone 3 discuss the questions 4 speak/talk clearly
5 mention my name 6 talking nonsense 7 'm telling the truth
8 speaks her mind 9 say nothing 10 express my thanks
11 to comment on the fact

2
1 unpopular 2 inexperienced 3 illegal 4 dissatisfied 5 irrelevant
6 uncertain 7 imperfect 8 inefficient

3
1 disapprove 2 underestimated 3 reconstruct 4 misunderstood
5 relocate 6 interacting

4
2 a misunderstanding 3 reconstruction 4 illegal 5 inexperienced
6 non-fiction

5
1 approval 2 imperfections 3 relevance 4 dissatisfaction
5 unpopularity 6 co-pilot 7 illegality

Reading and use of English Part 3

1 innovative 2 accomplishment 3 capability 4 distribution
5 consumption 6 undeniable 7 inaccurately 8 influential

Listening Part 3

1 C 2 A 3 C 4 D 5 B 6 A

Track 9

Narrator: You will hear an interview in which two foreign correspondents called Mark Shelby and Carol Bentall are talking about their work. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

Interviewer: Today we're talking to two people who've worked as foreign correspondents, Mark Shelby and Carol Bentall. Welcome, both of you. Let's start with you, Mark. As we know, foreign correspondents are news reporters based in another country. Can you tell us what it takes to do the job you've been doing for the last 15 years?

Mark: Mm, where do I start? It's certainly a job that appeals to the curious, those who want to know all the ins and outs of a situation, and it helps if you're the determined sort of person who won't give up on a story till it's in the bag. But something that's vital, and not always apparent from a person's CV, is the ability to find a fresh angle. To look for stories in the least obvious places, to not just talk to the most obvious people. That talent to notice aspects of a story ignored by everyone else is crucial. Even more than writing skills, which, believe it or not, some reporters don't have at all, at least not to the level you'd expect.

Interviewer: And what would you say is the most challenging part of the job?

Mark: Many would say the danger. It's scary sometimes, especially if you're caught up in a conflict miles from home. But that's often worse for the family, who may not have heard from you for weeks, than it is for the correspondent. When you're doing the job, you're caught up in the day-to-day, meeting people, learning about the country, making contacts. In fact, that's when it can seem at its toughest because it's hard to know who to trust at times. Not everyone's truth is the same and it's difficult to build the strong relationships you need when you're living out of a suitcase, moving from one hotel room to another.

Interviewer: Let's bring in Carol here, too. You've been a reporter all over the world for almost 30 years. Can you tell us how things have changed in that time?

Carol: Technology is the big thing, and not every correspondent has enjoyed getting to grips with it. Some of the old guard miss phoning in their report to their editor in London, but I prefer being able to file things on the go – it gives me more control of the story. That said, there's nothing more infuriating than finding yourself somewhere with no 4G coverage. Deadlines are everything and if you can't get your story in on time, you may lose out to a rival. It's why we live in constant fear of breaking our phones.

Interviewer: Mark, what's your view on how the internet has changed the job?

Mark: The answer to that is not as simple as you might expect. Doing our research into the background of a conflict is a lot less effort, but it also means information about us is available, which doesn't necessarily work in our favour. Once something is out there, it's out there. One comment you made years ago could mean someone rejecting all your requests for an interview.

Interviewer: Can you share a story about a memorable moment in your career, Carol?

Carol: Well, yes, there had been a military coup in the country where I was based. The President was in hiding but we'd heard on the grapevine that he was going to come out to make a statement. My source had told me he'd emerge from the bunker under the presidential palace. Only our news organisation had this tip-off and my colleague and I were feeling pretty full of ourselves, confident we were about to get an exclusive story. After many hours camped out in the darkness, we heard he'd appeared somewhere else in the city and another reporter got the scoop. Our informant had meant well so there were no hard feelings. These things happen.

Interviewer: So, can you both offer some advice to young people wanting to follow the same career path?

Carol: Always follow your conscience. You will face moral dilemmas, like knowing a story will enhance your reputation and make you well known, but may put someone else in peril. Learn a few words of many languages because it shows respect and can help you get the story.

Mark: I agree. As a graduate in Arabic and French, I'd suggest an in-depth knowledge of one or two languages will give you a step up. But definitely keep your integrity, not just because it's the right thing to do but because it will work in your favour in the long run.

Writing Part 2

1
1 F (it could be for your peers) 2 F (you should avoid writing a list) 3 T
4 T 5 F (a proposal should be organised into headed sections) 6 T

2
1 Yes 2 Yes 3Yes

3

Positive	Negative
state-of the art	dated
superior	amateur
exceptional	cluttered
minimalist	drab
user-friendly	time-consuming
distinctive	saturated
interactive	
innovative	

4
1 will 2 needs 3 would 4 should 5 can 6 could

Unit 9 Invention and innovation

Grammar

1
1 is to be taken over 2 will have been issued / are to be issued
3 will be driving 4 is to address / will be addressing 5 will be joining
6 will have been travelling / will have travelled 7 will be working
8 is to be 9 will be climbing

2
2 ~~another~~ other
3 correct
4 ~~for my sister's new baby a jumper~~ a jumper for my sister's new baby
5 **to** her colleagues
6 ~~one other~~ each other / one another
7 correct
8 ~~hisself~~ himself
9 ~~to me~~ me

Vocabulary

1
1 make 2 lose 3 taken 4 dream up 5 undergone 6 made
7 exercise

2
1 sign in 2 run out 3 scroll through 4 locked out 5 popping up
6 hack into 7 shut down

3
1 d 2 h 3 e 4 i 5 g 6 a 7 b 8 f 9 c

4
1 event 2 programme 3 actions 4 activities 5 event 6 programme
7 activity 8 action

Listening Part 1

1 C 2 A 3 B 4 C 5 B 6 C

Track 10

Narrator: You will hear three different extracts. Choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.
Extract 1. You hear two friends talking about building a drone.

Boy: So, what are we trying to prove with this drone?

Girl: You mean, apart from that we're geniuses? We're showing that the lift generated by the propellers must be greater than or equal to how heavy the drone is for it to stay in the air or fly forward. We could also make it easier to steer the drone by making the propellers spin at different speeds but I'm not sure we could pull that off.

Boy: Maybe not, but in any case, I don't think putting the drone together will be the hardest part. I have my doubts whether all that stuff we'll need is available locally. Those mini propellers, for example, I've never seen them before.

Girl: We'll get those online and I'm sure my dad's got a battery pack we can use. We'll build it at school so we can use the glue gun. As you know, we have to keep recording all the data but that'll need high levels of precision. It says to use jewellery scales but I don't think we can get those.

Boy: Mm, it also mentions kitchen scales, which we do have but I wouldn't have thought they'd be sensitive enough. Anyway, we'll check with Mr Rasheed.

Narrator: Extract 2. You hear two friends discussing jackets that use smart technology.

Woman: Have you seen Alexi's new heated jacket?

Man: Yeah, I doubt whether that kind of jacket's going to catch on here, where it never goes below 10 degrees, but in his country, it gets to minus 20, so you'd assume they'd be popular there.

Woman: Yeah, you would but I've heard the cost is one reason they're not that popular, and it's yet another battery to keep charged.

Man: Makes sense. They sound a bit risky to me, especially if you fell into a river or something. You'd get electrocuted, surely.

Woman: Possibly, but the wires are separated by a waterproof layer, so you should be fine, though the battery probably wouldn't. It says it's designed to stop you getting too hot, but I'd worry about that in this country. What I'd like is an air-conditioned jacket. Is that a thing?

Man: Apparently so. I've seen them on TV. The air comes into the coat and it puffs up with cooling air. Not very flattering, admittedly, and they can be a bit bulky, but I suppose that's better than being stuck working in a tunnel or underground on a hot day. That's what they were originally meant for, and compared to using a normal air conditioner, they don't need nearly as much electricity.

Narrator: Extract 3. You hear a man and woman discussing a science programme they watched on TV.

Woman: Did you watch the *Science Today* programme last night?

Man: About the helium balloons being used to provide remote areas with the internet? Apparently, they create an aerial network up there at the edge of space, making it possible to get online in places that were previously inaccessible. It was just amazing!

Woman: I was so excited for the entire first half of the story, but then they got into the whole thing about affordability and import taxes and all the difficulties they've had getting it off the ground. It could change the world – help people do business, get an education, save lives even. It would be a shame if, after all they've done and all the funding they've raised, it didn't go anywhere.

Man: I know. The second part of the programme was interesting too, about other ways of supporting people in remote areas with technology, such as recycling smart phones. It was also amazing how they're using translation apps to overcome the lack of information online once people have access. Who knew that unless you know English, there's so little information you can access on the web? It was such a simple solution too, so I was taken aback that it hadn't been done before.

Reading and Use of English Part 7

1 E 2 G 3 D 4 B 5 A 6 F

Writing Part 1

2
Work experience

3
1 required 2 field 3 industrial 4 gain 5 decisions 6 aside
7 backgrounds 8 running 9 genuine 10 opportunities

4
1 appropriate 2 encourage 3 appreciate 4 alter 5 convince 6 launch

Unit 10 Learning for life

Grammar

1
2 ~~could order~~ could have ordered … had let / could order … ~~had let~~ would let
3 correct 4 never **have** met 5 ~~could~~ was able to / managed to
6 ~~can~~ must 7 ~~must have attended~~ must attend 8 ~~can~~ will be

2
2 I couldn't understand my Maths teacher.
3 It must have been Abdul.
4 students had to pay their fees
5 managed / was able to get hold of
6 might have come to the party
7 pupils weren't allowed to talk / couldn't talk while the teacher was talking.

Vocabulary

1
2 possibility 3 chance 4 opportunity 5 opportunity 6 chance
7 occasion 8 chance

2
2 on the off 3 rule out 4 given the 5 on one 6 arises 7 a distinct
8 welcome the 9 an equal

Listening Part 2

1 (international) scholarship (programme) 2 castle 3 welcoming
4 heaters 5 (class) comedian 6 (cross-country) running
7 (fabulous) (afternoon) tea 8 distractions

Track 11

Narrator: You will hear a lecture in which a man called Ajay Fernandez has been asked to talk about his time at a boarding school in Scotland. Complete the sentences with a word or short phrase.

Ajay: Hello. My name is Ajay Fernandez and thank for you for inviting me to talk about my boarding school experience.

I attended an all-boys boarding school in the Scottish Highlands called St Stephen's. My parents wanted me to attend the school for a number of reasons. It had an excellent academic reputation, the sports facilities were second to none and the international scholarship programme meant that it is affordable for gifted students from other countries. My family comes from the Andaman Islands in the Indian Ocean and isn't particularly wealthy, so that final point was the deciding factor for my parents.

After my journey there, I remember my first impression of the school. As I approached it I saw a stately home and I was hoping it would be St Stephen's. But then arriving at last at a castle-like building, I was certainly thrilled that this was going to be my home. It was before the internet, and I'd never seen a picture of it. In my head, I'd imagined it as a bigger version of my village school.

We were met by the headmaster, Mr McEwan. I'd been nervous about the strict character I'd expected to meet, but the man welcoming us to the school was totally unlike this. Such welcoming characters hadn't featured in my educational experience before, as I'd experienced headmasters as stern and aloof.

We were then shown to the dormitory where we were to sleep. This was closer to my expectations – a large room with eight neatly made beds in two rows, each with a chest of drawers next to it. I was relieved to see several heaters mounted on the walls. There were views of the wild and menacing sea from the open windows.

I soon made friends with the other boys in my class. Ahmed was a serious and helpful chap I soon got close to. Donny and Mike were sporty like me, but it was Gerry who became my best friend. We were inseparable and his role as the class comedian meant we played so many pranks on our classmates and teachers.

There was a massive focus on sports at the school. Rugby and football were the key sports and, all of us being extremely competitive, we all tried to get into the school teams. There were some sports I found unappealing – cross-country running and hockey stand out, the former being an activity I detest even now.

One thing I absolutely loved was travelling to other schools to play matches. We'd miss afternoon lessons, and sing and muck about all the way. The rivalry between teams, though strong, was good-natured enough and we'd always get a fabulous afternoon tea. As a greedy kid, this was the highlight for me, though missing the evening study session came a close second.

I did better academically at St Stephen's than I might have done elsewhere. The strict rules, structured days and plentiful exercise probably contributed, but what made me really apply myself was that there were so few distractions. It meant I spent more time reading, a pastime I still love to this day.

Reading and Use of English Part 1

1 C 2 C 3 A 4 B 5 B 6 D 7 A 8 D

Reading and Use of English Part 8

1 C 2 A 3 B 4 D 5 A 6 C 7 D 8 B 9 A 10 C

Writing Part 2

1
1 T
2 T
3 F (At least one more heading is needed. Following the points in the question is often a good way to organise the report.)
4 F (The writer has said what she enjoyed but not what she found beneficial. She has mentioned negative aspects but not made recommendations.)
5 F (Some parts are not relevant, e.g., Molly lived nearby, an old lady told the instructor off.)
6 F (It is too informal in places e.g., a good laugh, my mates.)
7 F (There are a few complex structures, such as a relative clause but no passives, for example. Vocabulary is quite basic.)

2
1 B 2 C 3 G 4 A 5 F 6 E 7 D

3
1 my own age 2 residential 3 designated 4 tuition 5 nature
6 choice 7 unique 8 self-catering 9 dietary 10 maintenance

4
1 was taught by
2 were offered, was given
3 should be placed, could be spent

Unit 11 Globetrotters

Vocabulary

1
1 e 2 f 3 a 4 h 5 c 6 g 7 b 8 d

2
2 The whole point of choosing 3 rough it 4 out in the open
5 keep his cool 6 gets sick and tired of 7 disappeared without a trace
8 to be kept waiting / being kept waiting

3

at	in	on
a party work	Asia a queue the surroundings	an island the moon the outskirts the phone

4
1 in 2 on 3 in 4 in 5 on 6 at 7 on 8 At 9 at 10 in 11 In
12 in 13 on

Grammar

1
2 'd be lying 3 get 4 's 5 Both (*wouldn't have left* – he has already left; *wouldn't be leaving* – he is about to leave) 6 Both (*would choose* – it is still possible but unlikely; w*ould have chosen* – she didn't choose it) 7 'm
8 're 9 Both (*wouldn't be* – I'm out of breath now; *wouldn't have been* – I was out of breath in the past) 10 's 11 would

2
2 hadn't eaten 3 knew / had known 4 hadn't spent 5 would improve
6 spoke / could speak 7 had booked 8 didn't live 9 would stop

Reading and Use of English Part 2

1 neither 2 being 3 it 4 not 5 makes 6 in 7 account 8 is

Listening Part 1

1 A 2 C 3 C 4 A 5 A 6 B

Track 12

Narrator: You will hear three different extracts. Choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.
Extract 1. You hear a husband and wife comparing holiday resorts.

Man: So, what do you think of this resort? It's nice, isn't it?

Woman: Mm, yes. I mean, it's got a lot going for it. It was easy to get here, it's got a great pool and loads of sunbeds and the food in the restaurant is amazing, the best I've ever had, and the waiters were really on the ball. In fact, it really feels like everyone working here goes out of their way to help you. Having said that, I really don't feel comfortable here. Wherever you go, you can hear a pin drop and I'd much prefer to be closer to the beach.

Man: I agree. Where we stayed last summer, everything was on our doorstep. The beach, shops, restaurants, everything, and I know you didn't like the food, but I'm not as fussed about that as you are, and it was great to have the choice to be able to eat what you wanted whenever you liked. Yes, that resort wasn't all-inclusive, but the money we're spending on taxis here means it was probably more economical. Also, do you remember that great boat trip we had? All because we struck up a conversation with the captain. Those chance encounters just don't happen here.

Narrator: Extract 2. You hear a man and a woman talking about occasions they went travelling.

Man: Where did you go on holiday?

Woman: Oh, we went travelling in Thailand.

Man: Haven't they just had monsoon season?

Woman: Yes, and even though we avoided the worst of it, it wasn't ideal. As a result, we spent more time in hostels than we would have wanted. Still, we passed the time swapping stories with the other guests and made some great

connections along the way. Sometimes a five-star hotel looked appealing, but we'd have missed out on the social aspect if we'd opted for that.

Man: That's not always what you want from a trip, but I do remember years ago backpacking around Europe. I boarded a train to Budapest and found a man sitting in my seat. I was annoyed but took the seat opposite. He started talking to me and it turned out he was from Madrid and travelling too. We got on like a house on fire, hanging out together for the next month. We were so busy, I didn't really take in many of the places we visited.

Woman: Ah, that's a shame. It must have felt like a bit of a wasted trip.

Man: I wouldn't go that far. We kept in contact, and through him I learned some Spanish, which has helped me immensely over the years.

Narrator: Extract 3. You hear two friends discussing a travel trend called 'glamping', a style of camping.

Woman: I've recently been hearing a lot about glamping, but I'm still a bit confused about what it actually is. I mean, I get that it's for people who like the great outdoors but don't want to rough it too much, but I'm not sure what makes it different to other types of camping. So, does it have to be under canvas or does it include things like tree houses? Anyway, you'd think it'd be cheaper than, say, a hotel but some of the popular sites actually cost more. Would you go glamping, Caleb?

Man: Mm, never say never, but it's not something I have a burning desire to do.

Woman: Why not?

Man: Well, I think it's a bit of a gimmick. Camping was the only cheap holiday at one time and now they've slapped a fancy label on it and suddenly it's the same price as a hotel. I do like the look of some of the yurts – you know, those cool, round tents, and some of them are in stunning locations, but still. I'm not prepared to pay through the nose to stay in one. I'd rather go somewhere genuinely luxurious if I had enough cash.

Writing Part 2

1
1 People who are thinking of travelling to Amsterdam or other European cities 2 To help them evaluate/choose an online travel guide to use 3 Yes

2
1 C 2 E 3 B 4 D 5 A

3
1 landing page 2 click through 3 homepage 4 navigation 5 (options) menu 6 sidebar 7 link 8 blog 9 scroll down

Reading and use of English Part 5

1 B 2 D 3 A 4 C 5 A 6 B

Unit 12 Our planet

Vocabulary

1
1 depend on 2 apologise for 3 are / have been incorporated into
4 focus / are focusing on 5 protesting against 6 applied to
7 insisted on 8 attached to 9 contribute to

2
1 honoured 2 birdwatching 3 investigation 4 correct
5 city-dwelling 6 outdoors 7 firsthand 8 eye-witnesses
9 rip-off 10 correct 11 high-profile

Grammar

1
1 Ø 2 Ø 3 Ø 4 Ø 5 the 6 An 7 the 8 the 9 a 10 the 11 a
12 Ø 13 a/the 14 an

2
1 advice 2 information 3 correct 4 correct 5 bread 6 correct
7 baggage 8 correct 9 correct 10 damage

Writing Part 2

2
1 In recent years 2 of 3 Therefore 4 Similarly 5 In exchange
6 in order to 7 In addition 8 During

3
1 B 2 D 3 A 4 E 5 C

4
1 will co-ordinate / will be / will invite / will be made
2 going to invite
3 If my proposal is accepted, I will partner
4 will be cleaning
5 can be made

5
1 assets 2 lay out 3 conservation 4 enhance 5 funding 6 operations
7 undertake 8 ownership

Listening Part 2

1 garden centre 2 internships 3 environmental protection 4 primates
5 monkey house 6 humidity 7 communication 8 websites

Track 13

Narrator: You will hear a conservationist called Emma Bradshaw giving a talk to a group of students on career opportunities in wildlife conservation. For questions 1–8, complete the sentences with a word or short phrase.

Emma: Hi, I'm Emma Bradshaw and I'm here to talk to you about careers in wildlife conservation. First off, this is a very competitive field. If you are passionate about wildlife conservation, it is never too early to get involved in working with the natural world. I, for example, did work experience at an animal rescue centre and helped out at the stables where I rode horses. Then, when I was doing my degree, I spent time in a garden centre, watering the plants and looking after the fish.

Even then, starting a career in conservation can be hard. Some people are lucky and manage to enter through volunteer roles or summer jobs, but this is rarely the case. What helped me get a foot in the door, and which I would recommend, was doing internships. I did several of these, which helped me build up my skills, and it was through one of these that I got offered some part-time work which led to my future career.

Obviously, study is also key for a job in this field. Most candidates study subjects like biology and zoology and pick up more hands-on skills through different work placements. There is also an amazing vocational qualification in environmental protection that I've seen offered, which can lead to careers in green energy, forestry and so on for those with a less academic background.

Although I'm now based out in the field, it is virtually impossible to start with a paid role like this. Like most people, I started with a zoo-based job. My preference was to look after the primates, but I started off taking care of penguins. I hated feeding time as the fish absolutely stank, but you have to be flexible.

It is a good idea to stay with an organisation long-term rather than making regular changes. It was four years before an opening in the monkey house became available. The zoo director gave me the job, knowing I'd prefer that to working in the aviary where there was also a vacancy. I spent five years with capuchins and marmosets and loved every minute of it.

It was through the zoo that I got the opportunity to work in the field. I spent a year in Gabon, Central Africa, working on a project to reintroduce gorillas into the wild. It was fascinating, though living right in the middle of the rainforest miles from anywhere had its challenges: the accommodation was basic and it wasn't nice not having working showers or toilets. But that was nothing compared to the humidity. I just couldn't cope with that.

Remember, you can also contribute through jobs that indirectly support wildlife conservation. One of the fastest growing career paths is communication. We need people who can spread the word about environmentally friendly practices and our fund-raising efforts. Whatever skills you have, we can use them in the field of conservation.

People contribute most by doing what they do best, even if these are things you do for fun. For example, if you are an avid user of social media or write blog posts, you could administer websites for conservation groups. I really appreciate people with this talent as I'm a bit of a technophobe.

Reading and Use of English Part 7

1 G **2** A **3** E **4** C **5** D **6** F
B is not needed

Unit 13 A healthy lifestyle

Vocabulary

1
2 with 3 of 4 of 5 to 6 with 7 to 8 to 9 about 10 of 11 of

2
1 familiar to 2 closed to 3 suited to 4 delighted about/with/by
5 confident about/of 6 responsible for 7 sensitive to
8 frustrated about 9 acceptable to

3
2 correct 3 anxious about 4 suited to 5 correct 6 kind to
7 confident of 8 tolerant of

Grammar

1
1 despite 2 Even though 3 Despite 4 whereas 5 but 6 though
7 While 8 However 9 Although

2
2 All my family suffer from allergies. However, I seem to have escaped.
3 While Sofia enjoys skiing holidays, Delfina prefers lying on the beach. / Sofia enjoys skiing holidays, while Delfina prefers lying on the beach.
4 Despite being 95 years old, my grandmother still does her own housework.
5 My sister has asthma but it's not as bad as it used to be.
6 Though Colin and Jill live in the countryside, they go to London every week. / Colin and Jill live in the countryside. They go to London every week, though.
7 Even though I had a nice hot bath last night, my muscles ache.
8 Whereas Alfredo is extroverted, his sister Catherine is introverted. / Alfredo is extroverted, whereas his sister Catherine is introverted.
9 Although I take vitamins every day, I still catch a lot of colds.

3
2 My house isn't as well designed as yours.
3 We get fewer days off than other employees.
4 Emilie doesn't do as many activities as her sister.
5 This book is becoming more and more interesting.
6 Simon is by far the best skier in the team.
7 The second TV series is not nearly as funny as the first.
8 Tracey is more of an expert than me.
9 Jake makes less effort than the other students.

4
2 ~~by~~ far colder 3 ~~more~~ better 4 ~~much~~ many 5 ~~worse~~ worst 6 correct
7 ~~more and more hot~~ hotter and hotter 8 ~~as nearly good~~ nearly as good
9 correct

Reading and Use of English Part 3

1 excessive 2 basis 3 ownership 4 pressure 5 unthinkable
6 clarity 7 commitments 8 incredibly

Listening Part 3

1 B 2 C 3 B 4 D 5 D 6 B

Track 14

Narrator: You will hear an interview in which two practitioners of holistic well-being called Shalini Anand and Darren Peterson are talking about their work. Choose the answer (A, B, C or D) which fits best according to what you hear.

Interviewer: Today we're talking to two practitioners of holistic well-being, Shalini Anand and Darren Peterson. Welcome, both of you. Shalini, can we start by clarifying what is meant by holistic well-being? Some of our listeners were wondering if it relates to alternative medicine, so things like homeopathy.

Shalini: That's a fair question and it can be a bit confusing. Certainly, many alternative systems of medicine go back a long way and are based on the idea of different aspects of a person being interconnected. Modern holistic well-being embraces those ideas. While not necessarily advocating any particular system of alternative medicine, we base our approach on the understanding that different elements of a person and their way of life need to be in balance.

Interviewer: OK, so you've referred a couple of times to the different aspects or elements of well-being. Can you explain what they are and how they relate to each other?

Shalini: You often hear people talk about mind, body and spirit being the three aspects and then some add a fourth element, which is the social. But nowadays in holistic well-being, we talk about the five pillars of well-being, which are mental, emotional, physical, spiritual and social well-being. Some practitioners will lump mental and emotional well-being together, though it's not a view that I fully agree with. Most medics now acknowledge the physical and mental but the others are still neglected The spiritual element is the one that even so-called holistic practitioners tend to leave aside as it is so deeply personal.

Interviewer: Maybe you could say a little bit about the relationship between holistic and conventional approaches to medicine?

Shalini: Holistic medicine is not generally viewed as an alternative to more established medical treatments, but as complementary. So you might get pills from your doctor and then go to a holistic practitioner, who is not licensed to practise medicine, for hypnotherapy, for example. Having said that, like many of my colleagues, I am a fully qualified and practising general practitioner. My interest in holistic medicine developed as a result of my role. In fact this is a growing trend and has contributed to holistic treatments being viewed with less scepticism by the medical establishment.

Interviewer: So, let's bring Darren in here. Shalini has explained to us what she means by holistic well-being. So, I suppose the question on all our minds now is: how can we achieve it?

Darren: Well, small changes, like getting enough sleep and doing exercise do help, though they aren't enough on their own. We need to be kind to ourselves. Society often sets impossible standards for everything – like the clash between being a parent and doing a full-time job. It is so easy to think of ourselves as falling short in almost every way, especially in a world where we're constantly sharing images of ourselves in our best light. Give yourself a break. Have a mantra, such as 'You are good enough' and repeat it over and over.

Interviewer: Um, good advice. And is there any specific advice you can give people related to well-being?

Darren: Well, eat as healthily as you can but be wary of unrealistic and expensive trends. Take the craze for so-called superfoods, for example. They do have high levels of nutrients but so do other less exotic, more accessible foods. Let's take the goji berry. They are full of antioxidants, but they are native to Asia, not Europe. People can live to be 100 without even hearing of a goji berry – by eating all kinds of fruit and vegetables which are grown close to where they live.

Interviewer: That's fascinating. So, finally, Darren. Why should people take their holistic well-being seriously?

Darren: Good question. I know a lot of people think it's just a fad, but in fact it's been around forever. Let's take my grandmother as an example, who incidentally lived to be 102. Although she never heard of holistic well-being, when I think about her life, she was 'well' in terms of each of the five pillars Shalini mentioned. She walked everywhere because she was too poor to own a car, she had a wide circle of friends and was very accepting of everything life dealt her so had positive thinking in spades. I suppose her life is evidence of the need for holistic well-being.

Writing Part 2

1
2 promote 3 student body 4 implemented 5 refer you to 6 be an absolute priority 7 alarming 8 rethinking 9 a wider variety
10 I appreciate

2
Firstly – To begin with Given – Bearing in mind To be frank – Frankly
as a result – consequently What is more – In addition
such as – including In this way – This will mean that
Since – Now that

Unit 14 A new land

Vocabulary

1
2 Incredibly, Adriana got the highest mark in the test.
3 Personally, I think young people shouldn't / don't think young people should be allowed to drive until the age of 18.
4 Apparently, the new building in town is going to be a sports centre.
5 Fortunately, the weather forecast is good for Kirsty and Dan's wedding day.
6 Undoubtedly, the strike by air traffic controllers will close the airport.
7 Wisely, Jamie decided not to drive in these icy conditions.
8 Melanie was absolutely devastated when she found out she'd failed her driving test.
9 To be honest, I'm sick of Brooke's behaviour.

2
1 offer 2 provided 3 offers 4 gave 5 gave/offered 6 provide
7 offered 8 provides

Grammar

1
2 What I want to know is how many people end up returning to their home country.
3 I do like Florence but I wish there were fewer tourists.
4 My mum wants all her children to be happy.
5 The place where we were happiest was Brighton.
6 The police chief himself came out to welcome us.
7 It is those who have lost their homes that I feel sorry for.
8 So shocked were they by the news that everyone was silent for several minutes.
9 The only thing I want (to do) is to go home and get into bed.

2
2 **is** because 3 correct 4 ~~You could do one thing~~ One thing you could do
5 ~~Herself the president~~ The president herself / gave out the awards herself
6 ~~believe I~~ I believe 7 correct 8 ~~Who~~ The person/one who
9 ~~I have seen~~ have I seen 10 All ~~what~~ I need 11 correct

Writing Part 1

1
1 Sasha 2 Martina 3 Martina 4 Carlos/Martina 5 Sasha/Martina

2
Carlos's introduction is the best. He starts with general sentences introducing the trend and mentions the two reasons he is going to discuss.

3
Para 1: I believe
Para 2: I am of the view that, In my experience, to my mind
Para 3: I would also suggest that, I am in no doubt that
Para 4: I am convinced that

4
1 In my opinion, ~~I think that~~ 2 I agree ~~with~~ that 3 ~~clearly~~ clear
4 As far as I **am** concerned 5 ~~Absolutely I am sure~~ I am absolutely sure
6 ~~In my point of view~~ In my view / From my point of view

Reading and Use of English Part 6

1 A 2 C 3 C 4 D

Listening Part 4

Task One
(Distractors given in brackets)
1 F (A, C, G) 2 E (A, C, D, G) 3 B (A, E, G, H) 4 G (F, H) 5 H (C, D, E)

Task Two
(Distractors given in brackets)
6 G (F) 7 C (G, H) 8 F (C, G) 9 H (F, G) 10 B (H)

Track 15

Narrator: You will hear five short extracts in which people are talking about how their way of speaking has changed after moving abroad. For questions 1–5, choose from the list (A–H) the main reason the speaker gives for how the way they speak has developed. For questions 6–10, choose from the list (A–H) how each speaker feels about the way they now speak.

1
Man: I first came to Germany to work about ten years ago. The workforce at my company were pretty international so everyone tended to use English. I was keen to learn German so I went out of my way to interact with German speakers socially; however, since they were all so amazing at English, I didn't pick much up. I suppose I've got to where I am now through having the news on the TV every evening and downloading podcasts for my drive to work. Because I've learnt in a passive way, it stresses me out when I have to talk to people I don't know and my pronunciation could do with a boost.

2
Man: I was rubbish at languages at school, so didn't really expect to learn a language like Korean, which is totally unrelated to English. I initially came to Seoul for a year to help with English at a middle school and no one is more astonished than me that I can actually hold a conversation in Korean now. The way Koreans react when they hear me speak their language never gets old. They're so impressed! I'm often asked what was so different about my experience of learning Korean and learning French at school. Clearly, I'm not a natural linguist but I have felt so warmly welcomed by Koreans and have had the time of my life here.

3
Woman: My family emigrated to Liverpool from Poland when I was eight. Unlike others who moved here at around the same age, I haven't lost my accent. The Liverpool accent known as 'Scouse' is supposed to be quite contagious, so people are often shocked when they hear how long I've been here. I put it down to the close bond I had with my extended family back home. I went back every summer and would sing traditional songs with my grandparents and run around the village with my cousins, enjoying a carefree existence. I do like the Scouse way of talking but I'm not at all bothered that I still sound Polish.

4
Woman: I'm a nurse and from the day I arrived here in New Zealand from Brazil I was with colleagues and patients who had strong Kiwi accents, so I 'caught' the accent that way, though to a lesser extent it was from watching local TV stations. Anyone I talk to just assumes I was born here, but I actually didn't move here until I was in my teens. When I go back to Brazil on holiday and for whatever reason I need to speak English, I feel a bit self-conscious. People think I'm putting on the accent to show off, which couldn't be further from the truth. It really bugs me.

5
Man: We've lived in Spain for seven years now. My wife and I retired here because of the weather. We're very settled here and do make a lot of effort to meet the locals. We even take classes at a language school, but we're stuck in the beginners' class. I'm forgetful even in English so I think I've left it too late. I still feel quite red-faced about not having learnt more of the language of these lovely, hospitable people. It really irritates me when younger people who live here don't bother to learn Spanish. I do try to use the few words I know, such as 'hola' or 'gracias' and even that much is appreciated.

Reading and Use of English Part 4

1 are prohibited from taking
2 not have objected to
3 face the music if I'm/I am
4 has been suffering from
5 as/so much pleasure in gardening as
6 have I been spoken to so / has anyone spoken to me so

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Photography

Front cover photography by Moyo Studio/E+/Getty Images; BackyardProduction/iStock/Getty Images Plus.

Page mark up

Hyphen S.A.